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ABSTRACT

This study examined official records on retention from the Department of Education to ascertain national and state status and trends of retention/dropouts. The records showed that since 1983 the retention rate has peaked and is beginning to decline. In this investigation of the dropout situation in Indiana, questionnaires were administered to and were returned by 135 out of 290 superintendents, 139 out of 145 secondary school principals, and 120 out of 145 secondary guidance personnel across the State of administered to 135 superintendents, 139 secondary school principals, and 120 secondary guidance personnel across the state of Indiana. Respondents gave their perceptions of the nature and scope of the dropout situation and voiced their opinions about various programs they were operating to address the dropout problem. Two out of three respondents estimated their local retention rate to be 80% or higher. Most respondents were undecided about the usefulness of raising the compulsory attendance age from 16 to 17. Most superintendents (57%), principals (69%), and counselors (63%) reported feeling that for the majority of dropouts, the school was better off after they left. Concerning dropout prevention strategies, the most support was found for school-based programs designed to keep students in school longer and for the development of "reconnect" programs for dropouts. Interviews were also conducted with 100 Indiana dropouts. Data from official records, school administrators and counselors, and from dropouts are presented in 33 data tables. Recommendations based on the study findings are listed. The questionnaire for educators, the interview schedule for dropouts, and a listing of schools by type are appended. (NB)

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A STUDY OF THE DROPOUT SITUATION IN THE STATE OF INDIANA

A Report of an Investigation
Conducted by the School of Education
Indiana State University
Funded by the Indiana Department of Education

CG 021471

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April, 1987

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Dropout Report Outline

I. Plan of operation

II. Status and trends, national and Indiana

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IV. Results obtained from the interviews of dropouts

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VI. Recommendations

VII. Appendix

A. Questionnaire for educators

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I. Plan of Operation

A copy of the official records on retention was obtained from the Department of Education in order to ascertain the status and trends of retention/dropouts as officially reported by school corporations. An analysis of these data appears in Chapter II.

A survey questionnaire was created for obtaining data from superintendents, principals, and counselors. Part I asked for their perceptions of the nature and scope of the dropout situation. Part II asked for their opinions about a variety of countermeasures that might be institituted in an effort to reduce dropouts. Part III was addressed only to superintendents, and asked them to provide information about curricula and alternative programs they were operating in an effort to address this problem. Our intention was to contact the administrators of those programs in a second mailing and collect information which would be used to publish a revision of the booklet, "Alternative Education Programs in Indiana, A Matter of Choice" originally published by the Department of Public Instruction in 1982.

A packet of questionnaires together with a cover letter from Superintendent Evans and the project investigators was sent to 290 superintendents. Half of them, 145, received questionnaires for secondary school principals; the superintendents were asked to give them to one of their principals to fill out and return. The other 145 of these packets contained questionnaires for school counselors; the superintendents were asked to give them to one of their guidance directors to fill out and return. The packets to principals and counselors were balanced proportionately between rural, town, suburban, and metro corporations. (Copies of these instruments can be found in Appendix A.)

In summary, the potential sample was 290 superintendents, 145 secondary school principals, and 145 secondary counselors, potentially 580 replies. The analysis of the questionnaires is based upon returns from 135 superintendents, 139 secondary school principals, and 120 secondary guidance personnel, a total of 394 responses or approximately 68%.

II. Status and Trends, National and Indiana

The concern with school retention, (the number of potential students who persist in school thru high school graduation,) and dropouts, (those who leave before graduation,) are among those issues which take seem to resurface every few years. Such topics become the focus of journal articles, convention programs, newspaper feature stories and editorials, study commissions, and political orations and recommendations. Unfortunately the public and the profession tends to become bored and tired of such issues before any meaningful relief from them is accomplished, and we drift off to some "new" issue.

In the latter half of the 1980's the companion issues of retention/dropouts is prominent again. If anything meaningful is to be accomplished this time around we must first take time to define terms, issues, where we are, and where we have come from. Only then will we have a basis for choosing and implementing logical and justifiable actions which have the potential of easing the problem.

Why the present concern for dropouts? A survey of the mountain of contemporary literature on this topic suggests at least three reasons why dropouts are once again a topic of attention and concern.

First of all, the consequences of being uneducated have never been more severe. Once they were minor and fleeting; today they can be devastating to both the individual and to society. A better-educated person is less likely to commit crime or to be unemployed. He or she can be trained and retrained for new jobs in less time, earns more, tends to be a smarter consumer, healthier, a more adequate parent, a more contributing citizen of the community, and a tax-producer. School dropouts tend to be just the opposite.

A second reason is related to demographics and economics. Census data show that the number of Americans in the age range of 16 to 24 will decline by 6 million between 1980 and 1990, from about 36 million to about 30 million. By 1995 the employment pool of young adults will go down 22 percent. In Indiana there were 81,000 high school graduates in 1979; by 1995, if

current trends continue, there will be fewer than 60,000 graduates.

Figures such as these worry economic planners, college admission officers, and the military establishment. Labor manpower economists worry that with such a decreased labor supply, in quantity and quality, we will be unable to compete in world manufacturing and trade. College planners wonder where the talent will come from to fill the classrooms...and the athletic facilities. Generals and admirals are now speculating about who will fight the wars: one Defense Department consultant has estimated that by the early 1990s the services will have to attract 55% of the 18-year old males who are qualified for service each year to maintain current strengths. Industries, colleges, and the armed forces will compete for highly qualified recruits; none of them need or want the uneducated, the unable, or the unwilling.

Problems in dealing with the concept. Extracting meaningful generalizations and comparisons about school dropouts would seem to be a relatively simple task. Unfortunately, this is not the case.

First, no standard definition of "dropout" has been adopted nationally, between states, or even within states. The same youngster can be labeled a dropout in one area and not in another. As examples, how shall we categorize the youngster who disappears from one school, moves and later enters another? What about those who leave and enter private non-accredited schools? What about chronic truants? Is an expelled student a dropout or a pushout? How about the one who leaves the regular school but enrolls in night school? Or one who leaves and returns within the same school year?

Secondly, no concensus on statistical procedures exists. Retention and dropout percentages are calculated in many different ways. Sometimes the number of fifth graders who graduate eight years later is calculated. Sometimes the number of 9th graders who graduate is used. The dropout rate is underestimated when chronic truants are kept on the rolls. It is underestimated when those who graduate in less than four years are not taken into consideration. Some schools use Average Daily Membership, others Average Daily Attendance. Others just use first day and last day counts, and ignore those who transferred in and out. In other words, each school can use whatever method it wishes for whatever effect is desired.

Many different agencies release their version of dropout reality, including the Census Bureau. Their totals are derived by compounding one-year numbers rather than by adding them, so in April of 1987 they were able to announce that the dropout rate was declining. The bewildered reader must reconcile this with the fact that the U. S. Department of Education says the rate is increasing from about 25% to nearly 30 percent, calculated their way.

Thirdly, estimates of dropouts vary widely depending upon the perceived political use of the data. When districts want to dramatize the local situation in order to qualify for external funding, definitions and procedures are typically liberal. If and when put on the defensive, both definitions and procedures become more conservative. It has seldom been in the public interest to insist upon precise, reliable, valid statistics on dropouts and retention.

For these and other reasons, evidence on the dropout situation is difficult to synthesize and generalizations from the literature are risky. Nevertheless, when dealing with large numbers of reports errors tend to cancel out and a consistent picture of the situation in the nation and state begins to emerge.

Dropouts in the United States. It must be remembered that successful completion of twelve years of formal schooling culminating with a high school diploma has been the exception, not the rule, for most of our nation's history. At the turn of the century only about one in ten graduated from high school. At the time of Pearl Harbor only about one in four graduated from high school, and it was not until about 1950 that as many as half of the fifth grade of seven years previously were graduated. In the next thirty years we made steady progress in reducing dropouts and increasing the retention rate until by the early 1980's three in four were graduating. A rough generalization of the trend is as follows:

1900: 9 of 10 dropped out;
1940: 3 in 4 dropped out;
1950: 1 in 2 dropped out;
1980: 1 in 4 dropped out.

Since 1980, however, the dropout rate has begun to rise, increasing from 24% to 27%, (according to the Institute for Educational Leadership). This trend seems to be continuing, although for reasons stated above it is difficult to place complete confidence in some estimates. The rate seems to fluctuate wildly from

state to state, from city to city. In 1983 the dropout rate was estimated at 5% in North Dakota, 43% in Louisiana. At the same time the rate in some Chicago schools exceeded 50%. It is no exaggeration to suggest that today no more than three of four American fifth-graders will make it thru school to graduation. The National Dropout Prevention Center estimates that today about 3,000 high school students drop out every day, nearly a million a year, and that if the trend continues 40 percent will be dropping out by the year 2000.

Retention and dropouts in Indiana. As with national data, statistics for our state vary widely depending upon when they were gathered, by whom, and for what purpose.

In 1963, a Study Commission of the Indiana General Assembly found that approximately 70% of the pupils who entered the ninth grade remained thru graduation, a dropout rate of 30% when calculated in this manner. By 1983, Indiana reported a dropout rate of 22% as compared to the national figure of 26%. The Indiana Department of Education reported a 76.4 percent graduation rate for the class of 1985, 16th best in the nation by this method.

The reported dropout rate for a particular year is not an accurate index of the educational level of the adult (25 and older) population. For example, in 1940 approximately 38% of American adults had completed high school, but the dropout rate that year was 75 percent. Indiana has more than its fair share of dropouts; in 1979 Indiana had 2.38% of the nation's adult population but 2.51% of the nation's dropouts. In 1982, 34.1% of Indiana's adult population were dropouts as compared to 32.3% for the nation and 31.5% for the other North Central states. Among the 15 largest states, Indiana had the fifth highest rate of non-graduates.

State averages mask wide internal differences. In 1985-1986 the dropout rate for Indiana, based upon retention from grade 9 thru 12, was approximately 22%. However, when secondary schools are separated by size and location, it is discovered that the dropout rate that year was 29.5% for metropolitan schools, 22% for town schools, and 18% for suburban and rural schools.

The investigators obtained the official statistics on retention from the Indiana Department of Education in order to prepare the following analysis.

Table 1 shows the number and percent of Indiana public high school ninth-grade entry level students who

remained in school to graduation for the years 1979-80 through 1986-87. These entering ninth grade classes are tracked each year as they enter school and move up the age-grade ladder to graduation four years later. For example, the ninth grade class entering school in the fall of 1976 totalled 98,903 individuals. Four years later in the spring of 1980, a total of 75,639 seniors were graduated. The difference between those who entered and those who graduated is defined as dropouts: 23,264 individuals. The percent of the number of ninth grade students who graduate four years later is termed the "holding power" or "completion rate" of the schools.

TABLE I

HOLDING POWER OF INDIANA PUBLIC HIGH SCHOOLS*
NUMBER & PERCENT OF NINTH GRADE ENTRY LEVEL STUDENTS WHO REMAIN IN SCHOOL TO GRADUATION, 1979-80 THROUGH 1986-87

SCHOOL YEAR	TOTAL ENROLLMENTS BY GRADE				NUMBER OF SPECIAL & REGULAR GRADUATES	NUMBER OF DROPOUTS FOUR YEAR TOTAL	HOLDING POWER PERCENT OF 9th GRADE WHO GRADUATED
	GRADE 9	GRADE 10	GRADE 11	GRADE 12			
1976-77	98,903						
1977-78	97,491	94,639					
1978-79	96,460	92,794	87,455				
1979-80	90,056	90,964	85,348	78,435	75,639	23,264	76.48%
1980-81	83,966	85,186	85,034	78,386	75,452	22,039	77.39%
1981-82	81,331	79,967	79,625	78,754	76,032	20,428	78.82%
1982-83	78,478	77,018	74,946	74,377	72,360	17,496	80.57%
1983-84		74,910	73,115	70,248	67,445	16,321	80.32%
1984-85			71,077	68,646	64,904	16,427	79.80%
1985-86				66,223	61,201	17,277	77.98%

*DATA SOURCE: ANNUAL STATISTICAL REPORTS OF INDIANA SCHOOL CORPORATIONS, INDIANA DEPARTMENT OF EDUCATION, INDIANAPOLIS, INDIANA.

The data in Table 1 shows the holding power of Indiana public high schools annually increasing from 76.48 percent for the class graduating in 1980 to 80.57 percent for the class graduating in 1983. Since 1983 the holding power of Indiana public high schools has decreased about two-and-one-third percent, using these data.

At what age do Indiana dropouts occur? During the 1964-65 school year, information from a terminal interview with 9,257 dropouts was collected in all of Indiana's 92 counties. Responses to the question as to the age of the dropout at the last birthday produced these results.

	%	cum. %
Age 11	0.01%	0.01%
12	0.04%	0.05%
13	0.21%	0.26%
14	1.21%	1.47%
15	6.16%	7.63%
16	42.59%	50.22%
17	31.81%	82.03%
18	13.94%	95.97%
19	4.02%	99.9%

At that time, 7.63% of the dropouts were occuring before the legal minimum age of 16. Almost a third (31.81%) made the break at age 17.

Figure 1 shows the age of students when leaving school for the years 1976-1984. The most prevalent age is 16 in keeping with the law, yet 18 percent leave at age 15 or under and about half at 17 or older. There is some reason to believe that the age when students actually withdraw permanently from school is changing.

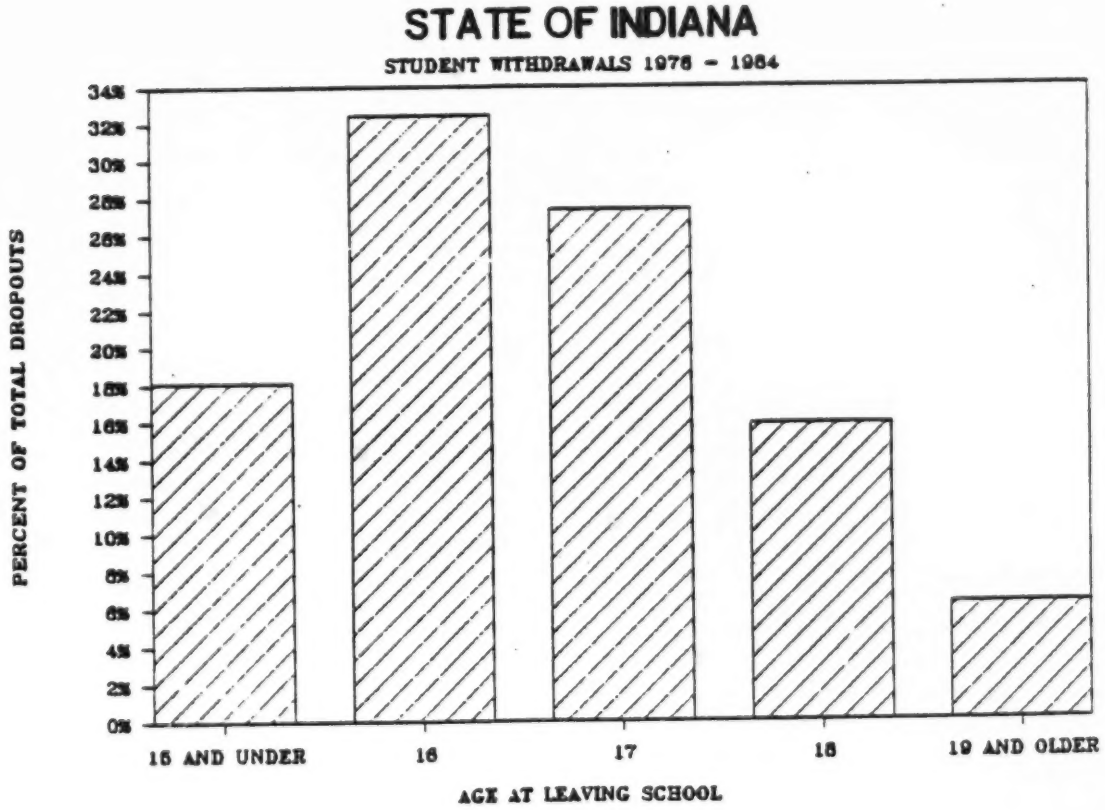

Table 2 shows the number and percent of Indiana public high school dropouts who leave school prior to each succeeding grade level to graduation for the years 1979 through 1986. For example, for the ninth grade class entering Indiana public high schools in the fall of 1976, 4,244 dropped out prior to entering grade 10 a year later. These 4,244 students represent 18.24% of the total dropouts in this class.

TABLE II

NUMBER & PERCENT OF INDIANA PUBLIC HIGH SCHOOL DROPOUTS
WHO LEAVE SCHOOL PRIOR TO EACH SUCCEEDING GRADE LEVEL & GRADUATION
1979-80 THROUGH 1985-86

SCHOOL YEAR	FROM GRADE 9 NO.	TO GRADE 10 PERCENT	FROM GRADE 10 NO.	TO GRADE 11 PERCENT	FROM GRADE 11 NO.	TO GRADE 12 PERCENT	FROM GRADE 12 NO.	TO GRADUATION PERCENT	TOTAL NUMBER OF DROPOUTS
1976-77	4,244	18.24%							
1977-78	4,697	21.11%	7,204	30.97%					
1978-79	5,496	26.90%	7,448	33.79%	9,020	38.77%			
1979-80	4,870	27.83%	5,930	29.03%	6,960	31.58%	2,796	12.02%	23,264
1980-81	3,999	24.21%	5,361	31.78%	6,280	30.74%	2,934	13.31%	22,039
1981-82	4,313	26.26%	5,021	30.39%	5,248	30.00%	2,722	13.32%	20,428
1982-83	3,568	20.63%	3,903	23.76%	4,700	28.45%	1,817	10.39%	17,496
1983-84			3,833	22.19%	4,469	27.21%	2,801	16.95%	16,521
1984-85					4,854	28.10%	3,742	22.78%	16,427
1985-86							5,022	29.07%	17,277

The data in Table 2 show that the largest number of students drop out during the grade 10 to 11 and grade 11 to 12 years. However, since 1983 the peak holding power for Indiana high schools, the number and percent of pupils entering grade 12 and leaving school prior to graduation is annually increasing. These data suggest that students in Indiana high schools may be staying in school to a higher grade level than in previous years. On the other hand, an increasing number of 12th grade pupils are dropping out prior to graduation.

The Indiana Department of Education has categorized all state school corporations into four categories: metropolitan, town, suburban, and rural. A comparison of the holding power for these four types of school corporations with the state average is illustrated as follows.

HOLDING POWER OR PERCENT OF 9TH GRADE CLASS GRADUATING

GRADUATION YEAR	STATE AVERAGE	METROPOLITAN	TOWN	SUBURBAN	RURAL
1980	76.48	71.21	76.75	81.21	79.78
1981	77.39	72.39	77.29	81.44	81.30
1982	78.82	73.29	78.03	82.97	83.01
1983	80.57	75.65	80.18	84.58	83.66
1984	80.32	75.98	79.51	83.36	83.60
1985	79.80	74.78	80.06	82.68	82.98
1986	77.98	71.53	77.95	82.33	82.28

These data suggest that metropolitan high schools have the lowest holding power, suburban and rural high schools the highest, and town high schools retaining students at about the state average. Stated another way, metropolitan high schools have a higher dropout rate than the state average, suburban and rural high schools a lower rate than the state average, and town high schools are operating at the average for all Indiana school corporations.

A breakdown of Table 1 data into these four categories appears on the next four pages of this report.

Summary. With minor blips in the trend line, the schools of the United States and of the State of Indiana have been making steady progress since the turn of the century in reducing the dropout rate. Since about 1983, however, the retention rate has peaked and is now declining. Just as one can drown in a lake that only averages 4 feet deep, broad averages and statements obscure the wide variety of reality. Another source of information would be to contact school officials and gather their insights, opinions, and advice. This was done, and the results appear in the next chapter of this report.

Holding Power of Indiana Public High Schools
Located in the Thirty School Corporations Defined
by the Indiana Department of Education as Metropolitan
School Corporations, 1979-80 through 1985-86

School Year	Total 'Metro' Enrollment by Grade				Number of Special and Regular Graduates	Number of Dropouts Four Year Total	Holding Power Percent of 9th Grade Who Graduated
	Grade 9	Grade 10	Grade 11	Grade 12			
1976-77	37,800						
1977-78	36,570	35,698					
1978-79	35,420	34,302	32,336				
1979-80	32,881	32,683	30,778	27,400	26,917	10,883	71.21%
1980-81	30,004	30,267	29,861	26,939	26,473	10,097	72.39%
1981-82	28,583	28,165	28,023	26,534	25,961	9,459	73.29%
1982-83	27,521	26,545	25,892	25,108	24,874	8,007	75.65%
1983-84		25,575	24,717	23,345	22,796	7,208	75.98%
1984-85			23,892	22,338	21,373	7,210	74.78%
1985-86				21,293	19,686	7,835	71.53%

Data Source: Annual Statistical Reports of Indiana School Corporations, Indiana Department of Education, Indianapolis, Indiana.

Holding Power of Indiana Public High Schools
Located in the Thirty One School Corporations Defined
by the Indiana Department of Education as Town
School Corporations, 1979-80 through 1985-86

	Total 'Town' Enrollment by Grade				Number of Special and Regular Graduates	Number of Dropouts Four Year Total	Holding Power Percent of 9th Grade Who Graduated
	Grade 9	Grade 10	Grade 11	Grade 12			
1976-77	11,943						
1977-78	12,192	11,553					
1978-79	11,980	11,564	10,546				
1979-80	11,272	11,246	10,652	9,701	9,166	2,777	76.75%
1980-81	10,808	10,735	10,561	10,001	9,423	2,769	77.29%
1981-82	10,127	10,244	9,808	9,816	9,348	2,632	78.03%
1982-83	9,765	9,718	9,485	9,349	9,038	2,234	80.18%
1983-84		9,474	9,187	9,174	8,593	2,215	79.51%
1984-85			8,978	8,788	8,108	2,019	80.06%
1985-86				8,398	7,612	2,153	77.95%

* Data Source: Annual Statistical Reports of Indiana School Corporations, Indiana Department of Education, Indianapolis, Indiana.

Holding Power of Indiana Public High Schools
Located in the Sixty Four School Corporations Defined
by the Indiana Department of Education as Suburban
School Corporations, 1979-80 through 1985-86

School Year	Total 'Suburban' Enrollment by Grade				Number of Special and Regular Graduates	Number of Dropouts Four Year Total	Holding Power Percent of 9th Grade Who Graduated
	Grade 9	Grade 10	Grade 11	Grade 12			
1976-77	22,706						
1977-78	22,559	22,097					
1978-79	22,839	21,906	20,989				
1979-80	21,582	21,877	20,493	19,421	18,440	4,266	81.21%
1980-81	20,211	20,955	20,821	19,403	18,371	4,188	81.44%
1981-82	20,377	19,491	19,789	19,816	18,949	3,890	82.97%
1982-83	19,657	19,528	18,435	18,887	18,254	3,328	84.58%
1983-84		19,049	18,768	17,648	16,848	3,363	83.36%
1984-85			18,229	17,933	16,895	3,482	82.68%
1985-86				17,439	16,183	3,474	82.33%

* Data Source: Annual Statistical Reports of Indiana School Corporations, Indiana Department of Education, Indianapolis, Indiana.

Holding Power of Indiana Public High Schools
Located in the One Hundred Sixty Eight School Corporations Defined
by the Indiana Department of Education as Rural
School Corporations, 1979-80 through 1985-86

School Year	Total 'Rural' Enrollment by Grade				Number of Special and Regular Graduates	Number of Dropouts Four Year Total	Holding Power Percent of 9th Grade Who Graduated
	Grade 9	Grade 10	Grade 11	Grade 12			
1976-77	26,454						
1977-78	26,170	25,311					
1978-79	26,221	25,022	23,584				
1979-80	24,321	25,158	23,423	21,913	21,106	5,348	79.78%
1980-81	22,943	23,229	23,791	22,043	21,275	4,895	81.30%
1981-82	22,244	22,067	22,005	22,588	21,765	4,456	83.01%
1982-83	21,535	21,227	21,134	21,033	20,347	3,974	83.66%
1983-84		20,812	20,443	20,079	19,180	3,763	83.60%
1984-85			19,978	19,587	18,459	3,785	82.98%
1985-86				19,093	17,720	3,815	82.28%

* Data Source: Annual Statistical Reports of Indiana School Corporations, Indiana Department of Education, Indianapolis, Indiana.

III. Results Obtained from Superintendents, Principals, and Counselors

Following the procedures explained in the Plan of Operation, questionnaires were sent to every school superintendent in Indiana, to 145 high school principals, and to 145 high school counselors/guidance directors. (A copy of this questionnaire appears in the Appendix.) Their responses are presented in this chapter.

The number and essence of each question appear at the top of the page, followed by a presentation of the results in tabular form, number and percent of responses. Data are presented on a three-by-four matrix: by role (superintendents, principals, and counselors,) and by type of school (metropolitan, suburban, town, and rural.) Total responses by role and all educators by setting are presented when appropriate.

Beneath each table the investigators have listed what they believe to be some of the more significant findings. Because so many potential comparisons of similarities and differences are possible from these data, no attempt was made to address them all. The reader is invited to extend this listing as warranted by the results of the survey.

Comments and Interpretion of the Findings From Question 1

The purpose of question one was elicit an estimate from the three kinds of educators on the status of the dropout and retention situation in their school. It must be noted that combining these results is somewhat questionable, since some superintendents were (theoretically) making an estimate of several high schools, while the principals and counselors were only thinking of their single situation. On the other hand, many superintendents turned over the seeking out of this information to their administrative staff, in some cases possibly a principal or counselor who was also participating in the study.

The question was, "What percent of the freshmen who entered your secondary school(s) in the fall of 1982 graduated with the May or June class of 1986?" The responses to this question appear on the next page of this report.

Two generalizations seem warranted. First of all, these educators are remarkably consistent in their estimates, suggesting either high reliability (if not precision and validity) of their local data base. Secondly, two out of three educators responding estimated their local retention rate as 80 percent or above, seven of ten 70 percent or above. This would suggest, if accurate, that in two-thirds of our schools four of five freshmen graduate. If the question was misunderstood by those who marked 0-10% or 11-20%, (confusing the number completing with number dropping out) then the figure might be higher.

As noted previously, these are averages of guesses based upon definitions and procedures which are not standard and uniform from school to school. Nevertheless, this is what they responded to this first question.

QUESTION 1: PERCENT OF 1982 FRESHMEN WHO WERE GRADUATED IN 1986:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION METRO		RURAL		SUBURBAN		TOWN		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
SUPTS.										
0-10 PERCENT	3	20%	6	8%	5	18%	1	6%	15	11%
11-20 PERCENT	1	7%	3	4%	1	4%	1	6%	6	4%
21-30 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
31-40 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
41-50 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
51-60 PERCENT	0	0%	1	1%	0	0%	0	0%	1	1%
61-70 PERCENT	2	13%	1	1%	3	11%	2	11%	8	6%
71-80 PERCENT	3	20%	9	12%	5	18%	5	28%	22	16%
81-90 PERCENT	5	33%	29	39%	9	32%	4	22%	47	35%
91-99 PERCENT	1	7%	25	34%	5	18%	5	28%	36	27%
PRINCIPALS										
0-10 PERCENT	1	6%	5	6%	2	8%	1	7%	9	6%
11-20 PERCENT	0	0%	5	6%	0	0%	0	0%	5	4%
21-30 PERCENT	1	6%	0	0%	0	0%	0	0%	1	1%
31-40 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
41-50 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
51-60 PERCENT	1	6%	1	1%	0	0%	0	0%	2	1%
61-70 PERCENT	0	0%	2	2%	3	12%	1	7%	6	4%
71-80 PERCENT	8	47%	7	9%	1	4%	5	33%	21	15%
81-90 PERCENT	3	18%	31	38%	11	44%	6	40%	51	37%
91-99 PERCENT	2	12%	33	40%	7	28%	2	13%	44	32%
COUNSELORS										
0-10 PERCENT	0	0%	3	4%	1	4%	0	0%	4	3%
11-20 PERCENT	0	0%	3	4%	0	0%	0	0%	3	3%
21-30 PERCENT	0	0%	0	0%	0	0%	1	7%	1	1%
31-40 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
41-50 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
51-60 PERCENT	1	10%	0	0%	1	4%	0	0%	2	2%
61-70 PERCENT	0	0%	0	0%	3	13%	0	0%	3	3%
71-80 PERCENT	1	10%	9	13%	5	21%	3	21%	18	15%
81-90 PERCENT	3	30%	30	42%	11	46%	8	57%	52	43%
91-99 PERCENT	3	30%	26	36%	3	13%	2	14%	34	28%
TOTAL										
0-10 PERCENT	4	10%	14	6%	8	10%	2	4%	28	7%
11-20 PERCENT	1	2%	11	5%	1	1%	1	2%	14	4%
21-30 PERCENT	1	2%	0	0%	0	0%	1	2%	2	1%
31-40 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
41-50 PERCENT	0	0%	0	0%	0	0%	0	0%	0	0%
51-60 PERCENT	2	5%	2	1%	1	1%	0	0%	5	1%
61-70 PERCENT	2	5%	3	1%	9	12%	3	6%	17	4%
71-80 PERCENT	12	29%	25	11%	11	14%	13	28%	61	15%
81-90 PERCENT	11	26%	90	39%	31	40%	18	38%	150	38%
91-99 PERCENT	6	14%	84	37%	15	19%	9	19%	114	29%

QUESTION 2: RETENTION RATE COMPARED TO THREE YEARS AGO:

RESPONSE GROUP		TYPE OF SCHOOL CORPORATION METRO		RURAL		SURBURBAN		TOWN		TOTAL	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
SUPTS. N = 135		1	6.7%	1	1.4%	3	10.7%	1	5.6%	6	4.4%
	HIGHER	3	20.0%	9	12.2%	1	3.6%	3	16.7%	16	11.9%
	SAME	11	73.3%	59	79.7%	21	75.0%	11	61.1%	102	75.6%
	LOWER	0	0.0%	5	6.8%	3	10.7%	3	16.7%	11	8.1%
PRINCIPALS N = 139		1	5.9%	1	1.2%	1	4.0%	1	6.7%	4	2.9%
	HIGHER	1	5.9%	10	12.2%	3	12.0%	2	11.1%	16	11.5%
	SAME	11	64.7%	56	68.3%	17	68.0%	9	50.0%	93	66.9%
	LOWER	4	23.5%	15	18.3%	4	16.0%	3	16.7%	26	18.7%
COUNSELOR N=120		1	10.0%	0	0.0%	1	4.2%	0	0.0%	2	1.7%
	HIGHER	3	30.0%	12	16.7%	0	0.0%	4	28.6%	19	15.8%
	SAME	5	50.0%	50	69.4%	21	87.5%	7	50.0%	83	69.2%
	LOWER	1	10.0%	10	13.9%	2	8.3%	3	21.4%	16	13.3%
TOTAL		3	7.1%	2	0.9%	5	6.5%	2	4.3%	12	3.0%
	HIGHER	7	16.7%	31	13.6%	4	5.2%	9	19.1%	51	12.9%
	SAME	27	64.3%	165	72.4%	59	76.6%	27	57.4%	278	70.6%
	LOWER	5	11.9%	30	13.2%	9	11.7%	9	19.1%	53	13.5%

Comments and Interpretation of the Findings From Question 2

We asked, "How does this retention rate compare to what it was three years ago?" and gave the options of "It is higher," "It is about the same," and " It is lower."

About 70 percent of the total group of educators thought it was about the same, with as many thinking it is lower as those thinking it was higher...about 13% each. It is interesting that superintendents and principals differ sharply on whether the retention rate is lower: 8% of the superintendents said it is lower, but almost 19% of principals said they are retaining fewer students now than three years ago.

QUESTION 3: RETENTION RATE THREE YEARS FROM NOW:

RESPONSE GROUP		TYPE OF SCHOOL CORPORATION METRO NO.	%	RURAL NO.	%	SUBURBAN NO.	%	TOWN NO.	%	TOTAL NO.	%
SUPTS. N = 135		1	6.7%	0	0.0%	3	10.7%	1	5.6%	5	3.7%
	HIGHER	7	46.7%	11	14.9%	7	25.0%	2	11.1%	27	20.0%
	SAME	5	33.3%	54	73.0%	14	50.0%	9	50.0%	82	60.7%
	LOWER	2	13.3%	9	12.2%	4	14.3%	6	33.3%	21	15.6%
PRINCIPALS N = 139		1	5.9%	1	1.2%	1	4.0%	0	0.0%	3	2.2%
	HIGHER	4	23.5%	20	24.4%	4	16.0%	4	26.7%	32	23.0%
	SAME	9	52.9%	47	57.3%	11	44.0%	6	40.0%	73	52.5%
	LOWER	3	17.6%	14	17.1%	9	36.0%	5	33.3%	31	22.3%
COUNSELOR N=120		1	10.0%	0	0.0%	0	0.0%	0	0.0%	1	0.8%
	HIGHER	3	30.0%	7	9.7%	2	8.3%	1	7.1%	13	10.8%
	SAME	4	40.0%	46	63.9%	16	66.7%	5	35.7%	71	59.2%
	LOWER	2	20.0%	19	26.4%	6	25.0%	8	57.1%	35	29.2%
TOTAL		3	7.1%	1	0.4%	4	5.2%	1	2.1%	9	2.3%
	HIGHER	14	33.3%	38	16.7%	13	16.9%	7	14.9%	72	18.3%
	SAME	18	42.9%	147	64.5%	41	53.2%	20	42.6%	226	57.4%
	LOWER	7	16.7%	42	18.4%	19	24.7%	19	40.4%	87	22.1%

Comments and Interpretation of Findings From Question 3

Educators were asked, "Compared to last year, what is your best guess as to what your retention rate will be three years from now?" One finding of interest is that 22 percent of the total group of educators and of the principals felt that their rtention rate would be lower. However, the superintendents were more optimistic and the counselors more pessimistic. Only 16 percent of the superintendents felt that their retention rate will decline, but 29 percent of the counselors indicated that they expect the dropout rate to increase in their school.

QUESTION 4: CHANGE COMPULSORY AGGENDANCE AGE TO 17:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION METRO		RURAL		SURBURBAN		TOWN		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
SUPTS. N = 135	0	0.0%	1	1.4%	0	0.0%	0	0.0%	1	0.7%
SUPPORT IT	5	33.3%	27	36.5%	6	21.4%	2	11.1%	40	29.6%
UNSURE	1	6.7%	12	16.2%	3	10.7%	6	33.3%	22	16.3%
OPPOSE	9	60.0%	34	45.9%	19	67.9%	10	55.6%	72	53.3%
PRINCIPALS N = 139	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SUPPORT IT	2	11.8%	19	23.2%	7	28.0%	0	0.0%	28	20.1%
UNSURE	5	29.4%	11	13.4%	4	16.0%	4	26.7%	24	17.3%
OPPOSE	10	58.8%	52	63.4%	14	56.0%	11	73.3%	87	62.6%
COUNSELOR N=120	0	0.0%	0	0.0%	0	0.0%	1	7.1%	1	0.8%
SUPPORT IT	1	10.0%	14	19.4%	3	12.5%	1	7.1%	19	15.8%
UNSURE	1	10.0%	17	23.6%	6	25.0%	6	42.9%	30	25.0%
OPPOSE	8	80.0%	41	56.9%	15	62.5%	6	42.9%	70	58.3%
TOTAL	0	0.0%	1	0.4%	0	0.0%	1	2.1%	2	0.5%
SUPPORT IT	8	19.0%	60	26.3%	16	20.8%	3	6.4%	87	22.1%
UNSURE	7	16.7%	40	17.5%	13	16.9%	16	34.0%	76	19.3%
OPPOSE	27	64.3%	127	55.7%	48	62.3%	27	57.4%	229	58.1%

Comments and Interpretation of Findings From Question 4

Educators were asked, "It has been suggested that one way to reduce the number of dropouts would be to pass legislation raising the compulsory attendance age from 16 to 17. What is your reaction to this possibility?"

As a group, only about one in five now support this idea, but almost as many are undecided. Apparently the closer to students, the less support: note that superintendents show a 30% support rate, principals 20% and counselors only 16 percent.

Comments and Interpretation of Findings From Question 5

We gave the educators an opportunity to express whether they agreed or disagreed with nine statements about the possible consequences of raising the compulsory attendance age from 16 to 17:

Dropouts will decrease.
More curriculum modifications will be required.
More teachers will be needed.
Truancy will become more of a problem.
Parents of high-risk students will support this change.
More discipline problems can be expected
Additional elective courses will have to be added.
It will have little, if any effect upon our situation.
More counselors will be needed.

Results, organized by response group, are presented on the next page. By an overwhelming majority these educators predict more disciplinary problems and truancy. They agree that such a change would necessitate curriculum modifications and more elective classes.

An interesting finding emerges from the comparisons of the responses to whether or not they believe that increasing the minimum age from 16 to 17 will increase the number of dropouts. For superintendents, 47% agreed; for principals, 36% agreed; but for counselors, only 26% agreed. Perhaps the counselors feel that the individual who is determined to leave school will do so regardless of his or her age at the time. Perhaps there are other explanations for this interesting finding.

QUESTION 5: CHANGE TO COMPULSORY ATTENDANCE AGE OF 17 WILL:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION: METRO		RURAL		SUBURBAN		TOWN		TOTAL	
	AGREE									
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
SUPTS.										
DROPOUTS WILL DECREASE	14	93%	30	41%	13	46%	6	33%	63	47%
CURR MODIFICATIONS	15	100%	58	78%	24	86%	17	94%	114	84%
MORE TEACHERS	13	87%	29	39%	18	64%	12	67%	72	53%
TRUANCY PROBLEM	15	100%	58	78%	25	89%	16	89%	114	84%
PARENTS WILL SUPPORT	6	40%	19	26%	6	21%	4	22%	35	26%
MORE DISCIPLINE PROBLEMS	14	93%	67	91%	27	96%	18	100%	126	93%
ADDITIONAL ELECTIVES	12	80%	42	57%	20	71%	13	72%	87	64%
LITTLE EFFECT	3	20%	43	58%	14	50%	5	28%	65	48%
NEED MORE COUNSELORS	11	73%	24	32%	14	50%	8	44%	57	42%
PRINCIPALS										
DROPOUTS WILL DECREASE	6	35%	32	39%	7	28%	5	33%	50	36%
CURR MODIFICATIONS	13	76%	67	82%	19	76%	12	80%	111	80%
MORE TEACHERS	13	76%	40	49%	14	56%	8	53%	75	54%
TRUANCY PROBLEM	17	100%	72	88%	22	88%	15	100%	126	91%
PARENTS WILL SUPPORT	6	35%	13	16%	10	40%	2	13%	31	22%
MORE DISCIPLINE PROB	16	94%	75	91%	20	80%	15	100%	126	91%
ADDITIONAL ELECTIVES	10	59%	44	54%	16	64%	9	60%	79	57%
LITTLE EFFECT	7	41%	41	50%	13	52%	6	40%	67	48%
MORE COUNSELORS	7	41%	34	41%	15	60%	8	53%	64	46%
COUNSELORS										
DROPOUTS WILL DECREASE	1	10%	20	28%	4	17%	6	43%	31	26%
CURR MODIFICATIONS	9	90%	55	76%	18	75%	12	86%	94	78%
MORE TEACHERS	10	100%	36	50%	16	67%	13	93%	75	63%
TRUANCY PROBLEM	10	100%	64	89%	21	88%	12	86%	107	89%
PARENTS WILL SUPPORT	3	30%	11	15%	10	42%	6	43%	30	25%
MORE DISCIPLINE PROB	10	100%	65	90%	22	92%	12	86%	109	91%
ADDITIONAL ELECTIVES	9	90%	43	60%	16	67%	10	71%	78	65%
LITTLE EFFECT	2	20%	36	50%	15	63%	5	36%	58	48%
MORE COUNSELORS	8	80%	40	56%	16	67%	9	64%	73	61%
TOTAL										
DROPOUTS WILL DECREASE	21	50%	82	36%	24	31%	17	36%	144	37%
CURR MODIFICATIONS	37	88%	180	79%	61	79%	41	87%	319	81%
MORE TEACHERS	36	86%	105	46%	48	62%	33	70%	222	56%
TRUANCY PROBLEM	42	100%	194	85%	68	88%	43	91%	347	88%
PARENTS WILL SUPPORT	15	36%	43	19%	26	34%	12	26%	96	24%
MORE DISCIPLINE PROB	40	95%	207	91%	69	90%	45	96%	361	92%
ADDITIONAL ELECTIVES	31	74%	129	57%	52	68%	32	68%	244	62%
LITTLE EFFECT	12	29%	120	53%	42	55%	16	34%	190	48%
MORE COUNSELORS	26	62%	98	43%	45	58%	25	53%	194	49%

Comments and Interpretation of the Findings From Question 6

The sampled educators were asked to agree or disagree with twelve generalizations about dropouts and the dropout situation in today's schools. Their responses are presented on the next two pages of this report, organized by response group and for the total sample. (The specific items are too lengthy to list here; they can be found in the Appendix on the second page of Part I of the questionnaire.)

Much consensus was found in the responses to these items. By an overwhelming majority, Indiana superintendents, secondary school principals, and high school counselors agree on these generalizations about dropouts and the dropout situation in today's Indiana schools.

"The dropout problem is becoming an important concern again (77%), and the consequences of being a high school dropout are more serious than they used to be (93%). Most dropouts do not believe that a high school diploma is necessary for the life they want to live (82%), and the parents of most dropouts don't care very much one way or the other that their children complete high school (63%). It is not easy for a dropout to come back and re-enter school (64%), and students who drop out have needs the schools cannot meet (73%). The public isn't willing to pay the cost of instituting the services and programs that are needed by high-risk students (87%)."

The responses of the three sub-groups differ somewhat in their responses to the items, but in most cases these differences are neither large nor particularly meaningful.

Perhaps the most sobering finding is that 57% of the superintendents, 69% of the principals, and 63% of the counselors feel that for the majority of their dropouts, "the school is better off after they leave."

QUESTION 6: OPINION ABOUT STATEMENT REGARDING DROPOUTS:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION METRO		RURAL		SUBURBAN		TOWN		TOTAL	
	AGREE									
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
SUPTS.										
PROBLEM IMPORTANT	14	93%	49	66%	25	89%	12	67%	100	74%
SCHOOLS CAN"T MEET NEEDS	11	73%	50	68%	18	64%	15	83%	94	70%
MORE MINORITIES LEAVE	12	80%	50	68%	24	86%	10	56%	96	71%
MORE LEAVE TO WORK	4	27%	37	50%	13	46%	3	17%	57	42%
PUBLIC UNWILLING TO PAY	12	80%	62	84%	23	82%	15	83%	112	83%
PARENTS DON'T CARE	11	73%	48	65%	19	68%	12	67%	90	67%
NOT EASY TO RE-ENTER	13	87%	53	72%	22	79%	13	72%	101	75%
DIPLOMA NOT NECESSARY	13	87%	67	91%	22	79%	16	89%	118	87%
MILITARY WON'T RECRUIT	12	80%	64	86%	26	93%	15	83%	117	87%
STATE SHOULD NOT PAY	1	7%	67	91%	1	4%	2	11%	71	53%
CONSEQUENCES MORE SEVERE	14	93%	71	96%	26	93%	14	78%	125	93%
SCHOOL BETTER OFF	8	53%	42	57%	17	61%	10	56%	77	57%
PRINCIPALS										
PROBLEM IMPORTANT	14	82%	61	74%	20	80%	14	93%	109	78%
SCHOOLS CAN"T MEET NEEDS	12	71%	63	77%	20	80%	13	87%	108	78%
MORE MINORITIES LEAVE	9	53%	54	66%	20	80%	11	73%	94	68%
MORE LEAVE TO WORK	5	29%	49	60%	11	44%	5	33%	70	50%
PUBLIC UNWILLING TO PAY	15	88%	71	87%	23	92%	15	100%	124	89%
PARENTS DON'T CARE	7	41%	62	76%	9	36%	12	80%	90	65%
NOT EASY TO RE-ENTER	10	59%	54	66%	14	56%	6	40%	84	60%
DIPLOMA NOT NECESSARY	12	71%	76	93%	17	68%	11	73%	116	83%
MILITARY WON'T RECRUIT	16	94%	71	87%	20	80%	13	87%	120	86%
STATE SHOULD NOT PAY	1	6%	7	9%	3	12%	0	0%	11	8%
CONSEQUENCES MORE SEVERE	16	94%	76	93%	23	92%	13	87%	128	92%
SCHOOL BETTER OFF	9	53%	57	70%	17	68%	13	87%	96	69%
COUNSELORS										
PROBLEM IMPORTANT	8	80%	57	79%	17	71%	12	86%	94	78%
SCHOOLS CAN"T MEET NEEDS	8	80%	50	69%	18	75%	11	79%	87	73%
MORE MINORITIES LEAVE	4	40%	46	64%	19	79%	6	43%	75	63%
MORE LEAVE TO WORK	4	40%	34	47%	15	63%	5	36%	58	48%
PUBLIC UNWILLING TO PAY	9	90%	63	88%	21	88%	13	93%	106	88%
PARENTS DON'T CARE	5	50%	44	61%	11	46%	9	64%	69	57%
NOT EASY TO RE-ENTER	5	50%	45	63%	11	46%	5	36%	66	55%
DIPLOMA NOT NECESSARY	5	50%	59	82%	16	67%	10	71%	90	75%
MILITARY WON'T RECRUIT	10	100%	55	76%	20	83%	13	93%	98	82%
STATE SHOULD NOT PAY	0	0%	10	14%	5	21%	6	43%	21	18%
CONSEQUENCES MORE SEVERE	10	100%	65	90%	24	100%	13	93%	112	93%
SCHOOL BETTER OFF	4	40%	52	72%	10	42%	9	64%	75	63%

QUESTION 6: OPINION ABOUT STATEMENT REGARDING DROPOUTS:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION: METRO		RURAL		SUBURBAN		TOWN		TOTAL	
	AGREE									
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
TOTAL										
PROBLEM IMPORTANT	36	86%	167	73%	62	81%	38	81%	303	77%
SCHOOLS CAN"T MEET NEEDS	31	74%	163	71%	56	73%	39	83%	289	73%
MORE MINORITIES LEAVE	25	60%	150	66%	63	82%	27	57%	265	67%
MORE LEAVE TO WORK	13	31%	120	53%	39	51%	13	28%	185	47%
PUBLIC UNWILLING TO PAY	36	86%	196	86%	67	87%	43	91%	342	87%
PARENTS DON'T CARE	23	55%	154	68%	39	51%	33	70%	249	63%
NOT EASY TO RE-ENTER	28	67%	152	67%	47	61%	24	51%	251	64%
DIPLOMA NOT NECESSARY	30	71%	202	89%	55	71%	37	79%	324	82%
MILITARY WON'T RECRUIT	38	90%	190	83%	66	86%	41	87%	335	85%
STATE SHOULD NOT PAY	2	5%	84	37%	9	12%	8	17%	103	26%
CONSEQUENCES MORE SEVERE	40	95%	212	93%	73	95%	40	85%	365	93%
SCHOOL BETTER OFF	21	50%	151	66%	44	57%	32	68%	248	63%

Comments and Interpretation of the Findings From Part II

In Part II of the questionnaire sent to superintendents, secondary school principals, and counselors, they were given an opportunity to react to five different ideas now being put forth as ways to reduce dropouts and increase the holding power of the schools. The complete text presented appears in the Appendix; the following is a capsule summarization. The five suggestions were as follows.

1. Pay youth a monthly stipend to stay in school.
2. Raise the minimum age for a driver's license.
3. Change the state formula for school support from Average Daily Membership to Average Daily attendance or Actual Daily Attendance.
4. Develop school-based programs for dropout prevention.
5. Develop programs assisting dropouts to reconnect with the education system and earn their diplomas.

The educators were asked whether they:

1) would oppose such an action in their corporation;
2) doubt that it would work in their corporation;
3) were unsure of their opinion;
4) thought the idea promising and worth study and trial, or
5) would support this action in their schools.

Clearly the educators rejected option number one. There was mild support for number two, and about the same for number three except for the superintendents. The most support was expressed for school based programs designed to keep students in school longer and the development of "reconnect" programs. The school counselors seemed to he hesitant about the merits of "reconnect" programs; only about half as many counselors as suprintendents expressed support for this idea.

Some differences may exist by roles and school settings, comparisons that can be made by examining the tables of findings.

QUESTION II _ ONE: OPTIONS TO CHANGE THE PROCEDURES TO PREVENT DROPOUTS:

TOTAL

RESPONSE GROUP	OPPOSE NO.	%	DOUBT NO.	%	UNSURE NO.	%	PROMISING NO.	%	SUPPORT NO.	%
SUPTS.										
PAY STUDENTS TO ATTEND	93	69%	14	10%	7	5%	8	6%	4	3%
RAISE AGE FOR LICENSE	20	15%	41	30%	4	3%	40	30%	22	16%
QUIT AVERAGE DAILY MEMBERSHIP	67	50%	18	13%	9	7%	23	17%	7	5%
START SCHOOL BASED PROGRAMS	0	0%	12	9%	1	1%	54	40%	59	44%
DEVELOP RECONNECT PROGRAMS	4	3%	11	8%	4	3%	37	27%	70	52%
PRINCIPALS										
PAY STUDENTS TO ATTEND	77	55%	19	14%	6	4%	11	8%	5	4%
RAISE AGE FOR LICENSE	29	21%	42	30%	5	4%	33	24%	19	14%
QUIT AVERAGE DAILY MEMBERSHIP	42	30%	19	14%	24	17%	26	19%	17	12%
START SCHOOL BASED PROGRAMS	5	4%	11	8%	20	14%	49	35%	52	37%
DEVELOP RECONNECT PROGRAMS	6	4%	11	8%	15	11%	42	30%	60	43%
COUNSELORS										
PAY STUDENTS TO ATTEND	84	70%	12	10%	5	4%	8	7%	1	1%
RAISE AGE FOR LICENSE	32	27%	29	24%	11	9%	11	9%	18	15%
QUIT AVERAGE DAILY MEMBERSHIP	16	13%	9	8%	37	31%	40	33%	31	26%
START SCHOOL BASED PROGRAMS	8	7%	3	3%	35	29%	35	29%	51	43%
DEVELOP RECONNECT PROGRAMS	3	3%	6	5%	16	13%	16	13%	29	24%
TOTAL										
PAY STUDENTS TO ATTEND	254	64%	45	11%	18	5%	27	7%	10	3%
RAISE AGE FOR LICENSE	81	21%	112	28%	20	5%	84	21%	59	15%
QUIT AVERAGE DAILY MEMBERSHIP	125	32%	46	12%	70	18%	89	23%	55	14%
START SCHOOL BASED PROGRAMS	13	3%	26	7%	56	14%	138	35%	162	41%
DEVELOP RECONNECT PROGRAMS	13	3%	28	7%	35	9%	95	24%	159	40%

QUESTION II _ ONE: OPTIONS TO CHANGE THE PROCEDURES TO PREVENT DROPOUTS:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION — METRO: OPPOSE NO.	OPPOSE %	DOUBT NO.	DOUBT %	UNSURE NO.	UNSURE %	PROMISING NO.	PROMISING %	SUPPORT NO.	SUPPORT %	TYPE OF SCHOOL CORPORATION — RURAL: OPPOSE NO.	OPPOSE %	DOUBT NO.	DOUBT %	UNSURE NO.	UNSURE %	PROMISING NO.	PROMISING %	SUPPORT NO.	SUPPORT %
SUPTS.																				
PAY STUDENTS TO ATTEND	9	60%	2	13%	1	7%	1	7%	1	7%	54	73%	7	9%	5	7%	2	3%	2	3%
RAISE AGE FOR LICENSE	1	7%	9	60%	0	0%	3	20%	1	7%	13	18%	17	23%	2	3%	26	35%	12	16%
QUIT AVERAGE DAILY MEMBERSHIP	10	67%	0	0%	1	7%	2	13%	0	0%	31	42%	15	20%	8	11%	12	16%	4	5%
START SCHOOL BASED PROGRAMS	0	0%	1	7%	0	0%	2	13%	11	73%	0	0%	9	12%	1	1%	34	46%	26	35%
DEVELOP RECONNECT PROGRAMS	1	7%	0	0%	0	0%	5	33%	8	53%	2	3%	10	14%	4	5%	20	27%	34	46%
PRINCIPALS																				
PAY STUDENTS TO ATTEND	1	6%	2	12%	0	0%	0	0%	0	0%	50	61%	13	16%	5	6%	7	9%	2	2%
RAISE AGE FOR LICENSE	2	12%	7	41%	0	0%	2	12%	2	12%	19	23%	23	28%	4	5%	18	22%	13	16%
QUIT AVERAGE DAILY MEMBERSHIP	4	24%	1	6%	4	24%	3	18%	1	6%	29	35%	17	21%	7	9%	13	16%	11	13%
START SCHOOL BASED PROGRAMS	0	0%	2	12%	0	0%	2	12%	9	53%	3	4%	8	10%	8	10%	28	34%	29	35%
DEVELOP RECONNECT PROGRAMS	1	6%	1	6%	1	6%	6	35%	4	24%	4	5%	6	7%	5	6%	23	28%	38	46%
COUNSELORS																				
PAY STUDENTS TO ATTEND	7	70%	1	10%	1	10%	0	0%	0	0%	48	67%	8	11%	2	3%	8	11%	0	0%
RAISE AGE FOR LICENSE	3	30%	2	20%	1	10%	3	30%	0	0%	19	26%	18	25%	4	6%	4	6%	12	17%
QUIT AVERAGE DAILY MEMBERSHIP	4	40%	2	20%	0	0%	3	30%	0	0%	5	7%	3	4%	30	42%	30	42%	28	39%
START SCHOOL BASED PROGRAMS	0	0%	0	0%	0	0%	4	40%	5	50%	7	10%	1	1%	21	29%	21	29%	37	51%
DEVELOP RECONNECT PROGRAMS	0	0%	0	0%	0	0%	2	20%	7	70%	2	3%	3	4%	4	6%	4	6%	5	7%
TOTAL																				
PAY STUDENTS TO ATTEND	17	40%	5	12%	2	5%	1	2%	1	2%	152	67%	28	12%	12	5%	17	7%	4	2%
RAISE AGE FOR LICENSE	6	14%	18	43%	1	2%	8	19%	3	7%	51	22%	58	25%	10	4%	48	21%	37	16%
QUIT AVERAGE DAILY MEMBERSHIP	18	43%	3	7%	5	12%	8	19%	1	2%	65	29%	35	15%	45	20%	55	24%	43	19%
START SCHOOL BASED PROGRAMS	0	0%	3	7%	0	0%	8	19%	25	60%	10	4%	18	8%	30	13%	83	36%	92	40%
DEVELOP RECONNECT PROGRAMS	2	5%	1	2%	1	2%	13	31%	19	45%	8	4%	19	8%	13	6%	47	21%	77	34%

QUESTION II _ ONE: OPTIONS TO CHANGE THE PROCEDURES TO PREVENT DROPOUTS:

RESPONSE GROUP	TYPE OF SCHOOL CORPORATION —SUBURBAN— OPPOSE NO.	%	DOUBT NO.	%	UNSURE NO.	%	PROMISING NO.	%	SUPPORT NO.	%	TYPE OF SCHOOL CORPORATION —TOWN— OPPOSE NO.	%	DOUBT NO.	%	UNSURE NO.	%	PROMISING NO.	%	SUPPORT NO.	%
SUPTS.																				
PAY STUDENTS TO ATTEND	17	61%	4	14%	0	0%	4	14%	0	0%	13	72%	1	6%	1	6%	1	6%	1	6%
RAISE AGE FOR LICENSE	3	11%	10	36%	2	7%	7	25%	4	14%	3	17%	5	28%	0	0%	4	22%	5	28%
QUIT AVERAGE DAILY MEMBERSHIP	16	57%	3	11%	0	0%	6	21%	0	0%	10	56%	0	0%	0	0%	3	17%	3	17%
START SCHOOL BASED PROGRAMS	0	0%	1	4%	0	0%	12	43%	12	43%	0	0%	1	6%	0	0%	6	33%	10	56%
DEVELOP RECONNECT PROGRAMS	1	4%	0	0%	0	0%	9	32%	15	54%	0	0%	1	6%	0	0%	3	17%	13	72%
PRINCIPALS																				
PAY STUDENTS TO ATTEND	18	72%	2	8%	1	4%	2	8%	2	8%	8	53%	2	13%	0	0%	2	13%	1	7%
RAISE AGE FOR LICENSE	7	28%	5	20%	1	4%	10	40%	2	8%	1	7%	7	47%	0	0%	3	20%	2	13%
QUIT AVERAGE DAILY MEMBERSHIP	7	28%	1	4%	7	28%	7	28%	3	12%	2	13%	0	0%	6	40%	3	20%	2	13%
START SCHOOL BASED PROGRAMS	1	4%	0	0%	12	48%	12	48%	10	40%	1	7%	1	7%	0	0%	7	47%	4	27%
DEVELOP RECONNECT PROGRAMS	0	0%	3	12%	8	32%	8	32%	13	52%	1	7%	1	7%	1	7%	5	33%	5	33%
COUNSELORS																				
PAY STUDENTS TO ATTEND	20	83%	2	8%	1	4%	0	0%	0	0%	9	64%	1	7%	1	7%	0	0%	1	7%
RAISE AGE FOR LICENSE	9	38%	6	25%	4	17%	2	8%	2	8%	1	7%	3	21%	2	14%	2	14%	4	29%
QUIT AVERAGE DAILY MEMBERSHIP	6	25%	1	4%	7	29%	1	4%	1	4%	1	7%	3	21%	0	0%	6	43%	2	14%
START SCHOOL BASED PROGRAMS	1	4%	1	4%	13	54%	5	21%	5	21%	0	0%	1	7%	1	7%	5	36%	4	29%
DEVELOP RECONNECT PROGRAMS	1	4%	1	4%	12	50%	9	38%	9	38%	0	0%	2	14%	0	0%	1	7%	8	57%
TOTAL																				
PAY STUDENTS TO ATTEND	55	71%	8	10%	2	3%	6	8%	2	3%	30	64%	4	9%	2	4%	3	6%	3	6%
RAISE AGE FOR LICENSE	19	25%	21	27%	7	9%	19	25%	8	10%	5	11%	15	32%	2	4%	9	19%	11	23%
QUIT AVERAGE DAILY MEMBERSHIP	29	38%	5	6%	14	18%	14	18%	4	5%	13	28%	3	6%	6	13%	12	26%	7	15%
START SCHOOL BASED PROGRAMS	2	3%	2	3%	25	32%	29	38%	27	35%	1	2%	3	6%	1	2%	18	38%	18	38%
DEVELOP RECONNECT PROGRAMS	2	3%	4	5%	20	26%	26	34%	37	48%	1	2%	4	9%	1	2%	9	19%	26	55%

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IV. Results Obtained From the Interviews With Dropouts

The project design included the collection of information and data from 100 Indiana residents who dropped out of high school recently. The investigators made an effort to contact approximately fifty dropouts who had made no effort to re-enter any education program since leaving school, and another fifty who were currently enrolled in some type of education program in some school or agency.

Interviews were conducted in February, 1987, in Hammond, Gary, Indianapolis, and Terre Haute, approximately a third in each of the three geographic regions.

In Lake County, interviews were conducted at Hammond High School and in Gary at the Martin Luther King Alternative School. Indianapolis interviews were conducted at the Broad Ripple High School Evening Division, at IVTC-Indianapolis, and in the facilities of the Indianapolis 7001 Program. The Terre Haute interviews were conducted in the facilities of the Western Indiana Private Industry Council.

Each interview lasted approximately 15 minutes, structured according to the interview form which appears in the Appendix. Each participant was paid an honorarium of $5.00 in recognition of their transportation expenses and contribution of information to this investigation. Dr. Osmon conducted all Indianapolis interviews, Dr. Hill and Dr. Beymer conducted all the Hammond and Gary interviews, and all three investigators conducted the Terre Haute interviews. The results of these 100 interviews are presented in the tables which follow this introduction.

RACIAL AND SEX
DISTRIBUTION OF RESPONDENTS

	WHITE		BLACK		TOTAL	
	NO.	%	NO.	%	NO.	%
MEN	22	45.83%	26	54.17%	48	48.00%
WOMEN	23	46.94%	26	53.06%	49	49.00%
NO RESPONSE					3	3.00%
TOTAL					100	

On three of the interview forms, the sex and minority status of the dropout was missing.

AGE DISTRIBUTION OF DROPOUTS BY SEX

	MEN		WOMEN		TOTAL	
AGE	NO.	%	NO.	%	NO.	%
16	0	0%	1	2%	1	1%
17	3	6%	1	2%	4	4%
18	6	12%	9	18%	15	15%
19	13	26%	8	16%	21	21%
20	11	22%	7	14%	18	18%
21	10	20%	4	8%	14	14%
22	4	8%	6	12%	10	10%
23	2	4%	0	0%	2	2%
24	1	2%	2	4%	3	3%
26			0	0%	0	0%
27			2	4%	2	2%
28			1	2%	1	1%
29			1	2%	1	1%
30			1	2%	1	1%
>30			7	14%	7	7%

The wide age span of dropouts interviewed is explained by those interviewed at sites where they were coming back to school to continue their progress toward grduation. One of the characteristics of this type of dropout is that they tend to be older.

YEAR IN SCHOOL OF DROPOUTS BY SEX

YEAR	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
70			2	4%	2	2%
71			1	2%	1	1%
72			1	2%	1	1%
73			2	4%	2	2%
74			3	6%	3	3%
75			0	0%	0	0%
76			1	2%	1	1%
77			1	2%	1	1%
78	1	2%	0	0%	1	1%
79	0	0%	1	2%	1	1%
80	0	0%	3	6%	3	3%
81	3	6%	1	2%	4	4%
82	2	4%	3	6%	5	5%
83	2	4%	3	6%	5	5%
84	10	20%	10	20%	20	20%
85	17	34%	5	10%	22	22%
86	14	28%	11	22%	25	25%
87	1	2%	2	4%	3	3%

Dropouts were asked to recall the month and year they dropped out of school.

GRADE IN SCHOOL OF DROPOUTS BY SEX

GRADE	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
6	0	0%	0	0%	0	0%
7	0	0%	1	2%	1	1%
8	2	4%	1	2%	3	3%
9	9	18%	10	20%	19	19%
10	12	24%	20	40%	32	32%
11	15	30%	11	22%	26	26%
12	10	20%	7	14%	17	17%
NO RESPONSE	2	4%	0	0%	2	2%

These responses show the grade in school of dropouts by sex. This suggests that males persisted longer than females, and that a great many dropouts leave as juniors and seniors.

HIGH SCHOOL CURRICULUM

MAJOR	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
COLLEGE PREP	0	0%	2	4%	2	2%
GENERAL	4	8%	36	72%	40	40%
FINE ARTS	33	66%	4	8%	37	37%
OTHER	4	8%	4	8%	8	8%
VOCATIONAL	0	0%	4	8%	4	4%
NO RESPONSE	9	18%	0	0%	9	9%

Most of the dropouts reported that at the time of leaving school they were on the general curriculum. The interviewers had reason to believe that for many this was a difficult question for them to answer, either because their memories had faded or they were never quite sure about what curriculum, if any, they were following at that time.

The high number saying "fine arts" was unexpected and difficult to explain.

GRADE AVERAGE OF DROPOUTS BY SEX

AVERAGE	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
A	0	0%	1	2%	1	1%
B+	1	2%	3	6%	4	4%
B	4	8%	0	0%	4	4%
C+	6	12%	9	18%	15	15%
C	21	42%	3	6%	24	24%
D+	5	10%	16	32%	21	21%
D	11	22%	6	12%	17	17%
F	1	2%	7	14%	8	8%
NO RESPONSE	1	2%	5	10%	6	6%

Despite the folk-wisdom perception that school dropouts are academically weak, we found that practically half, 48%, of these dropouts had grade point averages of "C" or higher when they dropped out; 9% had "B" averages or higher.

Dropouts were asked to think back about their school experience, and tell which subjects they remembered as being most difficult, most disliked, most liked, and easiest.

Sex differences were found in the "most difficult" data. More males than females listed mathematics, more females than males said social studies.

By comfortable majorities, dropouts disliked English and social studies most of all. Both subjects are verbally-loaded and require much reading.

An unexpected result came in response to the "best liked" subject question. For the total group, mathematics led the list because of its high popularity with females. It is important to note that these 100 dropouts chose the traditional academic courses as those they liked best--- mathematics, English, and social studies. It is also significant and worthy of serious note that science was mentioned by only 3 of the 100 dropouts as being a class they liked best.

A variety of classes were mentioned as being easiest. Two academic subjects, English and mathematics, led the list.

The responses to these four questions appear in tabular form on the next two pages of this report.

ATTITUDES TOWARD HIGH SCHOOL CURRICULUM
MOST DIFFICULT

SUBJECT	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
MATH	17	34%	13	26%	30	30%
SOCIAL SCI	11	22%	15	30%	26	26%
ENGLISH	14	28%	12	24%	26	26%
SCIENCE	6	12%	4	8%	10	10%
NO RESPONSE	1	2%	5	10%	6	6%
PHYSICAL ED.	1	2%	1	2%	2	2%
HEALTH	0	0%	0	0%	0	0%
OTHER						
MUSIC						
ART						
BUSINESS						
SHOP						
HOME ECON						

ATTITUDES TOWARD HIGH SCHOOL CURRICULUM
MOST DISLIKED

SUBJECT	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
ENGLISH	17	34%	13	26%	30	30%
SOCIAL SCI	12	24%	14	28%	26	26%
MATH	14	28%	7	14%	21	21%
SCIENCE	1	2%	7	14%	8	8%
NO RESPONSE	3	6%	4	8%	7	7%
PHYSICAL ED.	2	4%	4	8%	6	6%
OTHER			1	2%	1	1%
ART	1	2%	0	0%	1	1%
BUSINESS			0	0%	0	0%
HEALTH	0	0%	0	0%	0	0%
MUSIC						
SHOP						
HOME ECON						

ATTITUDES TOWARD HIGH SCHOOL CURRICULUM
EASIEST

SUBJECT	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
ENGLISH	11	22%	10	20%	21	21%
MATH	8	16%	11	22%	19	19%
PHYSICAL ED.	8	16%	6	12%	14	14%
SCIENCE	7	14%	3	6%	10	10%
SOCIAL SCI	4	8%	4	8%	8	8%
ART	4	8%	4	8%	8	8%
OTHER	1	2%	3	6%	4	4%
HOME ECON			4	8%	4	4%
BUSINESS	1	2%	2	4%	3	3%
SHOP	3	6%	0	0%	3	3%
MUSIC	2	4%	1	2%	3	3%
HEALTH	1	2%	1	2%	2	2%
NO RESPONSE	0	0%	1	2%	1	1%

ATTITUDES TOWARD HIGH SCHOOL CURRICULUM
BEST LIKED

SUBJECT	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
MATH	14	28%	24	48%	38	38%
ENGLISH	17	34%	9	18%	26	26%
SOCIAL SCI	12	24%	5	10%	17	17%
PHYSICAL ED.	2	4%	2	4%	4	4%
NO RESPONSE	3	6%	1	2%	4	4%
SCIENCE	1	2%	2	4%	3	3%
BUSINESS			2	4%	2	2%
OTHER			2	4%	2	2%
ART	1	2%	1	2%	2	2%
HEALTH	0	0%	1	2%	1	1%
SHOP			1	2%	1	1%
MUSIC						
HOME ECON						

EDUCATION LEVEL OF PARENTS
FATHER

EDUCATION	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
ELEMENTARY	1	2%	6	12%	7	7%
JUNIOR HIGH	4	8%	4	8%	8	8%
SOME HIGH SCHOOL	12	24%	6	12%	18	18%
HIGH SCHOOL	20	40%	18	36%	38	38%
SOME COLLEGE	3	6%	7	14%	10	10%
COLLEGE GRAD	5	10%	3	6%	8	8%
NO RESPONSE	5	10%	6	12%	11	11%

EDUCATION LEVEL OF PARENTS
MOTHER

EDUCATION	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
ELEMENTARY	0	0%	3	6%	3	3%
JUNIOR HIGH	3	6%	3	6%	6	6%
SOME HIGH SCHOOL	14	28%	18	36%	32	32%
HIGH SCHOOL	22	44%	12	24%	34	34%
SOME COLLEGE	4	8%	7	14%	11	11%
COLLEGE GRAD	5	10%	4	8%	9	9%
NO RESPONSE	2	4%	3	6%	5	5%

Traditionally it has been generalized that dropouts are the sons and daughters of dropouts. These data suggest that the situation is somewhat more complicated.

Note that 38% of the fathers and 34% of the mothers of these 100 dropouts were high school graduates.

Even more striking: 18% of the fathers and 20% of the mothers of these 100 dropouts had some college or were college graduates.

The dropouts were asked to think back and try to remember the reactions to their dropping out by significant others in their life at that time.

The results show that these dropouts felt that they received more encouragement to stay in school from people outside of the school than from school administrators, counselors, and teachers.

Family members were very supportive in wanting the student not to drop out and encouraging him or her to stay in school: these included mothers (72%), brothers and sisters (60%), fathers (59%), and out-of-school friends (52%).

Apparently the most in-school support for staying came from friends (60%) teachers, (58%).

Trailing the list were counselors (41%), principals (29%), and deans (21%). Coaches were not a relevant influence in most of the cases interviewed.

REACTIONS OF OTHERS THAT I WAS GOING TO QUIT SCHOOL

		ENCOURAGED ME TO LEAVE	GLAD I LEFT	DIDN'T CARE	WANTED ME TO STAY	ENCOURAGED ME TO STAY	DOES NOT APPLY
YOUR CLOSEST FRIENDS IN SCHOOL							
MEN	NUMBER	1	2	2	15	19	9
	PERCENT	2%	4%	4%	30%	38%	18%
WOMEN	NUMBER	2	1	12	19	7	9
	PERCENT	4%	2%	24%	38%	14%	18%
TOTAL	NUMBER	3	3	14	34	26	18
	PERCENT	3%	3%	14%	34%	26%	18%
CLOSEST FRIENDS OUT OF SCHOOL							
MEN	NUMBER	3	1	11	14	12	6
	PERCENT	6%	2%	22%	28%	24%	12%
WOMEN	NUMBER	3	0	13	15	11	8
	PERCENT	6%	0%	26%	30%	22%	16%
TOTAL	NUMBER	6	1	24	29	23	14
	PERCENT	6%	1%	24%	29%	23%	14%
YOUR BROTHERS AND/OR SISTERS							
MEN	NUMBER	1	1	5	13	22	5
	PERCENT	2%	2%	10%	26%	44%	10%
WOMEN	NUMBER	0	1	17	8	17	7
	PERCENT	0%	2%	34%	16%	34%	14%
TOTAL	NUMBER	1	2	22	21	39	12
	PERCENT	1%	2%	22%	21%	39%	12%
YOUR MOTHER							
MEN	NUMBER	0	1	5	11	28	2
	PERCENT	0%	2%	10%	22%	56%	4%
WOMEN	NUMBER	3	0	11	9	24	2
	PERCENT	6%	0%	22%	18%	48%	4%
TOTAL	NUMBER	3	1	16	20	52	4
	PERCENT	3%	1%	16%	20%	52%	4%
YOUR FATHER							
MEN	NUMBER	2	0	5	10	23	8
	PERCENT	4%	0%	10%	20%	46%	16%
WOMEN	NUMBER	2	0	7	9	17	13
	PERCENT	4%	0%	14%	18%	34%	26%
TOTAL	NUMBER	4	0	12	19	40	21
	PERCENT	4%	0%	12%	19%	40%	21%

REACTIONS OF OTHERS THAT I WAS GOING TO QUIT SCHOOL

		ENCOURAGED ME TO LEAVE	I LEFT	GLAD	DIDN'T CARE	WANTED ME TO STAY	ENCOURAGED ME TO STAY	DOES NOT APPLY
THE SCHOOL PRINCIPAL								
MEN	NUMBER	10	0	11	9	13	6	
	PERCENT	20%	0%	22%	18%	26%	12%	
WOMEN	NUMBER	4	0	17	8	9	8	
	PERCENT	8%	0%	34%	16%	18%	16%	
TOTAL	NUMBER	14	0	28	17	22	14	
	PERCENT	14%	0%	28%	17%	22%	14%	
YOUR SCHOOL COUNSELOR								
MEN	NUMBER	2	1	9	9	16	9	
	PERCENT	4%	2%	18%	18%	32%	18%	
WOMEN	NUMBER	1	1	15	4	12	12	
	PERCENT	2%	2%	30%	8%	24%	24%	
TOTAL	NUMBER	3	2	24	13	28	21	
	PERCENT	3%	2%	24%	13%	28%	21%	
YOUR SCHOOL DEAN								
MEN	NUMBER	5	2	9	7	4	14	
	PERCENT	10%	4%	18%	14%	8%	28%	
WOMEN	NUMBER	6	4	12	5	5	11	
	PERCENT	12%	8%	24%	10%	10%	22%	
TOTAL	NUMBER	11	6	21	12	9	25	
	PERCENT	11%	6%	21%	12%	9%	25%	
YOUR COACH								
MEN	NUMBER	0	0	1	8	6	24	
	PERCENT	0%	0%	2%	16%	12%	48%	
WOMEN	NUMBER	0	0	4	3	2	30	
	PERCENT	0%	0%	8%	6%	4%	.60%	
TOTAL	NUMBER	0	0	5	11	8	54	
	PERCENT	0%	0%	5%	11%	8%	54%	
YOUR CLASSROOM TEACHERS								
MEN	NUMBER	0	0	10	15	17	4	
	PERCENT	0%	0%	20%	30%	34%	8%	
WOMEN	NUMBER	0	1	11	17	9	5	
	PERCENT	0%	2%	22%	34%	18%	10%	
TOTAL	NUMBER	0	1	21	32	26	9	
	PERCENT	0%	1%	21%	32%	26%	9%	

Several questions were asked relating to work and work-related activities before and after dropping out. The findings appear in the tables on the next two pages.

1. The 30% who had not worked since leaving school include some young mothers and others who could not find work. Of those who have worked, most had minimum-wage fast-food service jobs. Indianapolis dropouts were more likely to have one and in some cases two jobs.

2. Only one in five had a job when they dropped out, which casts doubt upon the generalization that the competitition for time and attention from employment leads to dropping out of school.

3. Of these 100, ownership of an automobile is not now the norm, nor was it at the time of leaving school. Perhaps the urban bias of this sample (Hammond, Gary, Indianapolis, and Terre Haute) affected this result, which might have been different had the dropouts been interviewed in town and rural settings.

4. Approximately three of five dropouts were still living at home with their parents, even though many of them had left school two or three years ago.

5. Only a third of the dropouts were not now working toward a diploma or intending to enroll in the near future. Perhaps this is a bias of the sites where interviews were conducted, because it was very difficult to locate and persuade independent dropouts to come in for an interview. Nevertheless, this finding holds some promise that a large proportion of dropouts might be reclaimed if we had appropriate programs and aggressively recruited them to re-enroll.

6. Thinking back about their decision to drop out of school, about half of them had been thinking of this possibility before the day of decision. Almost 70 percent said that this rupture of the relationship between self and school happened suddenly, triggered by some in-school incident.

7. Finally, the 100 dropouts were asked how they would react if they were a parent of a teenager who was considering dropping out of school. Eight-eight percent said that they would make an effort to talk the child out of leaving school before graduation.

QUESTION RELATING TO WORK AND RELATED ITEMS

QUESTION	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
WORKED SINCE HIGH SCHOOL ?						
YES	35	70%	35	70%	70	70%
NO	15	30%	15	30%	30	30%
HOW MANY JOBS HELD ?						
ONE	14	28%	11	22%	25	25%
TWO	8	16%	5	10%	13	13%
THREE	7	14%	7	14%	14	14%
MORE THAN THREE	7	14%	10	20%	17	17%
HAVE A JOB WHEN YOU DROPPED OUT ?						
YES	10	20%	9	18%	19	19%
NO	31	62%	30	60%	61	61%
CONTINUE WITH THIS JOB?						
YES	7	14%	8	16%	15	15%
NO	4	8%	0	0%	4	4%
HOURS WORKED AFTER DROPPING OUT?						
SAME	3	6%	4	8%	7	7%
MORE	5	10%	5	10%	10	10%
FEWER	1	2%	0	0%	1	1%
OWN A CAR WHEN YOU DROPPED OUT ?						
YES	13	26%	6	12%	19	19%
NO	26	52%	44	88%	70	70%
OWN A CAR NOW?						
YES	17	34%	12	24%	29	29%
NO	32	64%	38	76%	70	70%
YOUR PRESENT LIVING ARRANGEMENTS ?						
AT HOME WITH PARENTS	39	78%	23	46%	62	62%
ON MY OWN	10	20%	27	54%	37	37%

QUESTIONS RELATED TO THE DECISION TO DROPOUT AND RETURN TO HIGH SCHOOL

QUESTION	MEN NO.	MEN %	WOMEN NO.	WOMEN %	TOTAL NO.	TOTAL %
ENROLLED IN PROGRAM TO EARN HIGH SCHOOL DIPLOMA ?						
PART-TIME	12	24%	10	20%	22	22%
FULL-TIME	22	44%	33	66%	55	55%
NO	15	30%	6	12%	21	21%
IF NOT ENROLLED, DO YOU PLAN TO ENROLL IN NEAR FUTURE ?						
YES	12	24%	0	0%	12	12%
NO	3	6%	8	16%	11	11%
DESCRIPTION OF DECISION TO DROPOUT OF HIGH SCHOOL						
SUDDEN DECISION	27	54%	29	58%	56	56%
THOUGHT ABOUT IT A SEMESTER	11	22%	9	18%	20	20%
THOUGHT ABOUT IT FOR A YEAR	5	10%	5	10%	10	10%
OTHER	7	14%	8	16%	15	15%
DECISION TO DROP COULD BE DESCRIBED AS:						
GRADUAL DECISION	14	28%	14	28%	28	28%
SUDDEN BECAUSE OF INCIDENT	35	70%	34	68%	69	69%
STATUS OF HOW YOU FEEL ABOUT RETURNING TO SCHOOL AND FINISHING?						
NEVER GIVEN SERIOUS THOUGHT	2	4%	5	10%	7	7%
THOUGHT ABOUT IT ONCE	4	8%	5	10%	9	9%
THINK ABOUT IT NOW	14	28%	8	16%	22	22%
DID RETURN AND QUIT AGAIN	5	10%	7	14%	12	12%
ADVISE YOU WOULD GIVE YOUR CHILD?						
TALK OUT OF QUITTING	41	82%	47	94%	88	88%
LET THEM MAKE DECISION	7	14%	3	6%	10	10%
ENCOURAGE TO DROPOUT	1	2%	0	0%	1	1%

V. Summary

No attempt will be made to reduce all of the information presented in this report into a concise abstract. Such an effort might result in over-simplification and exaggeration of what turned out to be a rather complex situation.

It must be remembered that this was only a pilot study; we did not collect data from each and every possible source. While we did receive questionnaires from approximately 68% of our sample, some segments responded better than others. For example, only 6 of the 145 high school principals failed to respond. Of the 145 counselors contacted, we received information from 120, twenty-five not responding. The low level of response from superintendents was disappointing. Of the 290 contacted, only 135 responded. We have no clues to the reasons for this non-response by 155 superintendents other than the possible distractions of a legislative year.

One casuality of the non-response by superintendents was that we were unable to collect a comprehensive listing of the programs now in operation across the state designed to reduce the dropout rate and to help dropouts reconnect with the education system. What partial responses we did receive will be turned over to the Department of Education where a possible follow-up contact might be made with those corporations who have not yet contributed their information.

We conclude this summary and this report with a quotation from Dale Mann of Teachers College, Columbia University, which appeared in SCHOOL DROPOUTS PATTERNS AND POLICIES edited by Gary Natriello and published by Teachers College Press in 1986:

"Smart people resist being held responsible for things they cannot deliver. Thus, until answers come along, most districts will concentrate on what they do best, they will fret quietly about dropouts, and they will maintain a string of activities (often developed for other purposes) that can be trotted out in response to criticism. That may distress some advocates, but it is prudent in that it minimizes criticism and protects the main event, the core part of the institution. Still, most professionals came into public schooling for reasons that connect with the democratic premise that all children can learn and should be taught. Local dissent from a national policy of 'teach the best and to hell with the rest' is widespread and encouraging."

VI. Recommendations

Recommendations which call for the expenditure of huge amounts of additional funds would be advice destined for the filing cabinet. The following recommendations if adopted would not result in significantly higher costs. Most of them are matters of priority, conviction, and determination.

1. We recommend that the Superintendent of Education convene a blue-ribbon panel to formulate standard definitions and procedures for dealing with matters of retention and dropouts, and that these standards, once approved, be mandated for each and every school corporation in the state.

"Some of the problems in measuring dropout phenomena are technical; it is difficult to collect data on individuals who leave any setting. Other problems are practical; it is hard to arrange for individual districts to use the same practices when there are no standards. Finally, many of the problems that frustrate attempts to obtain valid and reliable measures of dropping out are political; it is often in someone's interest to minimize or exaggerate the dropout statistics, but seldom in anyone's interest to produce precise figures."

- Natriello, Pallas, and McDill, SCHOOL DROPOUTS PATTERNS AND POLICIES. Teachers College Press, 1986.

Future decisions must rest upon a reliable and deendable data base. That situation does not exist in Indiana today.

2. We should review present policies and practices to detect and then eliminate factors and forces which may contribute, perhaps inadvertently, to the dropout situation. As an example, we now fund schools from the state on the basis of average daily membership, not average or actual school attendance. Schools that lose students after they are there long enough to be included in the data base are not penalized; on the contrary, they are perhaps rewarded because many of those who leave are troubled and troublesome pupils who by definition demand much attention and resources.

It is very understandable that two-thirds of those responding felt that their school was better off after dropouts leave, but is our state and society better off? The surveyed educators showed little enthusiasm about the suggestion that older, at-risk students

become economic assets by altering our school support formula, or by paying such students a small scholarship. Nevertheless, it is difficult to defend policies which continue funding the education of students who are no longer on the premises.

3. We suggest that a universal tracking system be designed in order that individuals can be followed from the age of first entry into school until they graduate or leave the system. This would call for the assignment of identification numbers, the use of computers, and the mandated cooperation and participation of both public and private schools.

("It's 8:00am; do you know where your children are?" We don't today in Indiana.)

4. We recommend a debate followed by a decision about what proportion of effort and resources we should expend between efforts to keep youngsters in school and efforts which facilitate their later re-entry and completion after some period of dropping out.

5. We should begin to communicate the reality that the old generalizations about dropouts may not be accurate today. In fact, the one defensible generalization is that all other generalizations are substantially inaccurate. What we think we know about dropouts and dropping out is frequently at odds with contemporary reality.

VII. Appendix

Questionnaire for Educators

Interview Schedule for Dropouts

Listing of Schools by Type

1987 PUBLIC SCHOOL DROPOUT STUDY

conducted by

Indiana State University
and
The Indiana Department of Education

The name of your school corporation: _____

Address: _____

County: _____ Zip Code: _____

Your name: _____

____ Superintendent ____ Principal ____ Counselor

Your telephone number: ( ) -

Number of students enrolled in grades 9-12: _____

****

PART I

NOTE: For the purpose of this study, "retention" refers to the percent of entering high school freshmen who graduate four years or eight semesters later.

1. What percent of the freshmen who entered your secondary school(s) in the fall of 1982 graduated with the May or June class of 1986?

____%

2. How does this retention rate compare to what it was three years ago?

____ It is higher.

____ It is about the same.

____ It is lower.

3. Compared to last year, what is your best guess as to what your retention rate will be three years from now?

____ Probably higher; we will probably retain more freshmen through to graduation in four years.

____ Probably about the same.

____ Probably lower; I expect that the retention rate will decrease.

BEST COPY AVAILABLE

(OVER, PLEASE)

4. It has been suggested that one way to reduce the number of dropouts would be to pass legislation raising the compulsory attendance age from 16 to 17. What is your reaction to this possibility?

_____ I support it.

_____ I am unsure of my position.

_____ I oppose it.

5. Assuming that the proposal to increase the compulsory attendance age to 17 is enacted into state law, what do you think the consequences are likely to be?

	AGREE	DISAGREE
a) Dropouts will decrease.	____	____
b) More curriculum modifications will be required.	____	____
c) More teachers will be needed.	____	____
d) Truancy will become more of a problem.	____	____
e) Parents of high-risk students will support this change.	____	____
f) More discipline problems can be expected.	____	____
g) Additional elective classes will have to be added.	____	____
h) It will have little, if any, effect upon our situation.	____	____
i) More counselors will be needed.	____	____

6. The following statements about dropouts and the dropout problem have appeared recently in print. Please indicate your opinion about each of them.

	AGREE	DISAGREE
a) The dropout problem is becoming an important concern again.	____	____
b) Students who drop out have needs the schools cannot meet.	____	____
c) More minority youngsters than others are leaving school before graduation.	____	____
d) Most dropouts leave to take jobs to earn money for recreational and social needs.	____	____
e) The public isn't willing to pay the cost of instituting the services and programs that are needed by high-risk students.	____	____
f) The parents of most dropouts don't care very much one way or the other that their children complete high school.	____	____
g) It is not easy for a dropout to come back and re-enter school.	____	____
h) Most dropouts do not believe that a high school diploma is necessary for the life they want to live.	____	____
i) The armed forces will not recruit high school dropouts now.	____	____
j) The state should not reimburse school corporations for students who drop out during the year.	____	____
k) The consequences of being a high school dropout are more serious than they used to be.	____	____
l) For the majority of our dropouts, the school is better off after they leave.	____	____

THE END OF PART I

1987 PUBLIC SCHOOL DROPOUT STUDY

PART II

Today's professional literature is presenting more and more articles about plans and programs which have the potential of increasing the retention of high school age youth to graduation. Listed below are five rather unconventional if not radical suggestions. While none of these are under serious consideration for implementation in the near future, we would like your views and opinions about each.

First a brief summary, then a simple rating scale.

1. We might pay youth to stay in school. The rationale here is that high school attendance requires cash for books, supplies, food, clothing, and school-sponsored activities. Many youngsters come from families that are unable or are unwilling to pay these costs. Even part-time employment detracts from attention to classroom activities. Therefore, it might be cost effective to pay each 17 or 18 year old student in good standing a small monthly stipend, say $25.

2. Raise the legal age for a driver's license. Currently many students take part-time jobs or drop out of school for full-time jobs to meet car payments and insurance bills. Both detract from efforts and energies required by the schools. (A possible modification would waive this age level if the student were enrolled full-time in school.)

3. Change the basis for state support from Average Daily Membership (ADM) to Average Daily Attendance (ADA), or perhaps, Actual Daily Attendance. Under current policies, school corporations are not rewarded for retaining youngsters in school. In fact, there is now in force, say some, a type of negative bias in operation; just as soon as the troubled and/or troublesome youngster is counted, he or she can be terminated at no cost to the corporation. This proposal would eliminate state payments for "ghost students." (A modification would make it even more desirable to retain students by paying school corporations even more for each attending 17 or 18 year old than for younger students.)

4. Develop school-based programs for dropout prevention. The literature abounds with evidence about what kinds of curriculum and teaching approaches reduce dropouts (early identification, low pupil-teacher ratios, personal attention to student needs, emphasis upon the immediate and the practical, basic skills instruction, rewarding of student achievement, self-paced learning, high-interest materials, and effective counseling). The rationale here is that we need to make a concerted effort to increase student retention by doing those things we can do now and already know will help.

(OVER, PLEASE)

5. Place more, if not major, effort behind programs which aid dropouts to "reconnect" with the education system after an initial period of leaving school. The rationale here is that we have neither the staff, time, patience, or methods to educate all high-risk students against their will. Therefore, perhaps we ought to permit them to leave at 16 (or perhaps earlier) but make sure that they leave with the understanding that they are welcome back into the regular curriculum or in non-traditional programs, such as night school or alternative schools, when or if they decide that education really is important to them.

These are some, though certainly not an exhaustive list, of the approaches, alternatives, and programs. What is your opinion about each? Please rate each by marking each according to this numerical scale:

1) I would oppose any such action in this corporation.

2) I seriously doubt that this action would work effectively here.

3) I am unsure of my position on this.

4) This seems promising, and is worth further study and trial.

5) I would support this action in this school corporation.

_____ Pay some students to attend school.

_____ Raise the minimum age for a driver's license to 18.

_____ Change the basis of state school support from Average Daily Membership to actual school presence and attendance.

_____ Implement school based programs for dropout prevention.

_____ Develop programs that help dropouts "reconnect" with the school system.

THE END OF PART II

1987 PUBLIC SCHOOL DROPOUT STUDY

PART III — SUPERINTENDENTS ONLY

Your name: _____

School corporation name: _____

Many Indiana school corporations operate curricula and alternative programs designed to maximize the number of youngsters who earn their high school diplomas. These activities seem to be of two general types:

A) "Before-the-fact" programs designed for the youngsters who possess those characteristics which make him or her a high-risk candidate for becoming a future dropout; and

B) "After-the-fact" programs designed to assist those who have dropped out to "re-connect" with the school — to re-enter, to earn their diplomas.

In 1982 the Indiana Department of Public Instruction published a Directory of such programs and activities under the title, "Alternative Education Programs in Indiana: A Matter of Choice." This year the State Department of Education wants to update and re-publish this Directory so that you and others can have instant access to current alternative education programs. With this reference you will have in one location an overview of what all other Indiana school corporations are doing, and who you can call, write, or visit if you want to learn more.

The first step in this process is to collect survey information. We are asking you to provide us with the names, titles, and addresses of those on your staff who have administrative responsibility for any activities suggested in (A) and (B) above. Upon receipt of this information we will contact each of them directly to obtain more specific information for inclusion in the new publication.

Examples of programs and activities include, but are not limited to:

alternative schools;
in-school suspension programs;
in-school day care for infants;
magnet schools;
evening classes;
Saturday school;
schools-within-schools;
enrichment centers;
job-related work release programs;
peer counseling;
peer tutoring; and/or
teenage-parent programs.

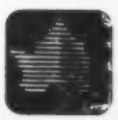
(OVER, PLEASE)

(A) Please list the name(s), address(es), and telephone number(s) of the person(s) who is/are responsible for activities designed to prevent initial dropping out of school. Use another sheet of paper if necessary.

(B) Please list the name(s), address(es), and telephone number(s) of the person(s) who is/are responsible for programs and activities designed to help dropouts "re-connect" with the school, to re-enter and to complete graduation requirements. Use another page if necessary.

THE END OF PART III

THANK YOU FOR YOUR COOPERATION IN THIS INVESTIGATION



1987 PUBLIC SCHOOL DROPOUT STUDY
conducted by
INDIANA STATE UNIVERSITY and THE INDIANA DEPARTMENT OF EDUCATION

1. WHAT IS YOUR NAME?_____ 2. SEX: ___MALE ___FEMALE 3. BIRTHDAY: ___MONTH ___ DAY ___YEAR

4. THE NAME OF THE SCHOOL YOU LAST ATTENDED?_____ 5. COUNTY:_____

6. TRY TO REMEMBER SPECIFICALLY WHEN YOU ATTENDED SCHOOL FOR THE LAST TIME:

_____MONTH _____DAY _____YEAR ____GRADE OR YEAR ___SEMESTER (FALL OR SPRING)

7. AT THE TIME YOU DROPPED OUT OF SCHOOL, WHAT WAS YOUR APPROXIMATE GRADE AVERAGE:

___A ___B+ ___B ___C+ ___C ___D+ ___D ___F

8. MOST DIFFICULT SUBJECT AT THE TIME YOU DROPPED OUT: _____ 9. MOST DISLIKED SUBJECT AT THE TIME YOU DROPPED OUT: _____

10. BEST LIKED SUBJECT: _____ 11. EASIEST SUBJECT: _____

12. AT THE TIME YOU DROPPED OUT, WHAT WAS YOUR CURRICULUM (MAJOR) ?

___ COLLEGE PREP
___ GENERAL
___ FINE ARTS (ART, MUSIC)
___ OTHER (SPECIFY)_____
___ VOCATIONAL (SPECIFY) _____

13. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR:

FATHER	EDUCATIONAL LEVEL	MOTHER
_____	ELEMENTARY SCHOOL	_____
_____	JUNIOR HIGH SCHOOL	_____
_____	SOME HIGH SCHOOL	_____
_____	HIGH SCHOOL	_____
_____	SOME COLLEGE OR OTHER POST-SECONDARY SCHOOL	_____
_____	COLLEGE GRADUATE	_____

14. HAVE YOU WORKED SINCE DROPPING OUT OF SCHOOL ?

____ YES ____NO

15. HOW MANY DIFFERENT JOBS HAVE YOU HAD SINCE THEN ?

___1 ___2
___3 ___MORE THAN 3

16. LIST IN ORDER THE JOBS YOU HAVE HAD - FROM FIRST TO PRESENT.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

17. DID YOU HAVE A JOB AT THE TIME YOU LEFT SCHOOL?

____ YES ____NO

18. IF YES, DID YOU CONTINUE AT THIS JOB JOB AFTER LEAVING SCHOOL ?

____ YES ____NO

19. DID YOU WORK THE SAME NUMBER OF HOURS, MORE, OR FEWER AFTER LEAVING SCHOOL ?

___ SAME ___MORE ___FEWER

20. DID YOU OWN A CAR OR TRUCK WHILE YOU WERE STILL A STUDENT ?

____ YES ____NO

21. DO YOU OWN A CAR OR TRUCK NOW ?

____ YES ____NO

22. TODAY ARE YOU STILL LIVING WITH YOUR PARENTS, OR ARE YOU LIVING ON YOUR OWN ?

____AT HOME ____ON MY OWN

23. ARE YOU NOW ENROLLED IN ANY EDUCATION PROGRAM IN AN EFFORT TO EARN YOUR HIGH SCHOOL DIPLOMA ?

____PART- TIME ____FULL-TIME ____NO

23. NAME AND TITLE OF PROGRAM ?

_____
_____
_____
_____

25. IF NOT, DO YOU HAVE ANY INTENTION OF ENTERING SUCH A PROGRAM IN THE NEAR FUTURE ?

_____YES _____NO

(OTHER SIDE PLEASE)

26. WHEN DID YOU FIRST THINK SERIOUSLY ABOUT DROPPING OUT OF SCHOOL ? WHICH OF THE FOLLOWING COMES THE CLOSEST TO YOUR EXPERIENCE ?

_____(a) IT WAS A RATHER SUDDEN DECISION; YOU CONSIDERED IT FOR A WEEK OR LESS THAN A WEEK.

_____(b) YOU HAD IT IN MIND AS A POSSIBILITY FOR ABOUT ONE SEMESTER BEFORE YOU DECIDED TO LEAVE.

_____(c) YOU KNEW PRETTY WELL AS MUCH AS A YEAR IN ADVANCE THAT YOU WOULD DROP OUT.

_____(d) OTHER EXPLAIN _____
_____

27. AS YOU THINK BACK TO YOUR DECISION TO LEAVE SCHOOL, WAS THAT DECISION A QUIET, GRADUAL ONE, OR DID IT HAPPEN AFTER SOME INCIDENT AT SCHOOL ?

_____(a) IT WAS A GRADUAL DECISION YOU HAD BEEN THINKING ABOUT FOR SOME TIME.

_____(b) IT WAS A SUDDEN DECISION YOU MADE BECAUSE OF SOMETHING THAT HAPPENED TO YOU.

EXPLAIN: _____
_____
_____
_____

28. WHEN YOU ANNOUNCED THAT YOU WERE GOING TO QUIT SCHOOL, WHAT WERE THE REACTIONS OF THE PEOPLE LISTED BELOW TO YOUR DECISION: CHOOSE THE ONE WHICH BEST DESCRIBES THEIR REACTION.

==========

(a) ENCOURAGED ME TO LEAVE SCHOOL

(b) GLAD THAT I WAS LEAVING SCHOOL

(c) DID NOT SEEM TO CARE ONE WAY OR THE OTHER.

(d) DID NOT WANT ME TO LEAVE SCHOOL.

(e) TRIED TO GET ME TO STAY IN SCHOOL TO GRADUATION

(f) DOES NOT APPLY

==========

_____ THE SCHOOL PRINCIPAL

_____ YOUR SCHOOL COUNSELOR

_____ YOUR DEAN

_____ YOUR COACH

_____ YOUR CLASSROOM TEACHERS

_____ YOUR CLOSEST FRIENDS IN SCHOOL.

_____ YOUR CLOSEST FRIENDS OUT OF SCHOOL.

_____ YOUR BROTHER(S) AND/OR SISTER(S)

_____ YOUR MOTHER

_____ YOUR FATHER

29. WHICH OF THE FOLLOWING MOST ACCURATELY STATES HOW YOU FEEL ABOUT RETURNING TO SCHOOL AND FINISHING ?

_____ YOU HAVE NEVER GIVEN THIS SERIOUS THOUGHT.

_____ YOU THOUGHT ABOUT IT ONCE, BUT DID NOT RETURN.

_____ YOUR ARE THINKING ABOUT THAT POSSIBILITY NOW.

_____ YOU ACTUALLY DID RETURN FOR A SHORT TIME, THEN DROPPED OUT AGAIN.

30. ASSUMING THAT SOMEDAY YOU WILL BE THE PARENT OF A TEENAGER, WHAT DO YOU THINK YOU ATTITUDE WILL BE IF HE OR SHE BEGINS DISCUSSING THE POSSIBILITY OF LEAVING HIGH SCHOOL BEFORE GRADUATION ?

_____ YOU WILL TRY TO TALK HIM OR HER OUT OF THAT IDEA.

_____ YOU WILL LET HIM OR HER MAKE THAT DECISION ALONE.

_____ YOU WILL ENCOURAGE HIM OR HER TO LEAVE AT THE EARLIEST OPPORTUNITY.

31. IF YOU HAD TO GIVE JUST ONE REASON WHY YOU DROPPED OUT OF SCHOOL, WHAT WOULD BE THAT REASON ?

RURAL (29%)

Adams Central Community Schools	1300
South Adams Schools	1507
Flat Rock-Hawcreek School Corp.	1073
Benton Community School Corp.	2169
Blackford County Schools	2901
Western Boone Co. School Corp.	1729
County School Corp. of Brown Co.	2313
Carroll Cons. School Corp.	1310
Delphi Comm. School Corp.	1726
Pioneer Regional School Corp.	1076
Southeastern School Corp.	1972
Clay Comm. Schools	4557
Clinton Central School Corp.	1133
Clinton Prairie School Corp.	1066
Rossville Cons. School District	1066
Crawford County Com. School Corp.	763
Barr-Reeve Comm. Schools	1974
North Daviess Co. Com. Schools	610
Washington Comm. Schools	2427
South Dearborn Comm. School Corp.	2948
Decatur Co. Comm. Schools	2537
Dekalb Co. Eastern Com. Schools	2130
Harrison-Washington Comm. Schools	1105
Northeast Dubois County Schools	1056
Southeast Dubois County Schools	1315
Fairfield Comm. Schools	1392
Wa-Nee Comm. Schools	2697
Attica Cons. School Corp.	1013
Covington Comm. Schools	1134
Southeast Fountain Schools	1382
Franklin County Comm. Schools	2946
Union Township Schools	
Rochester Comm. School Corp.	1929
Caston School Corp.	883
East Gibson School Corp.	1348
North Gibson School Corp.	2409
South Gibson School Corp.	1656
Eastbrook Comm. School Corp.	1878
Madison-Grant United Schools	1924
Bloomfield School District	1230
Central School District	331
Eastern Cons. Schools	1014
MSD Shakamak Schools	927
Washington Stafford Cons. Schools	424
Worthington-Jefferson Cons.	356
Hamilton Heights School Corp.	2007
Marion-Adams Schools	1127
Eastern Hancock Co. Schools	1216
Franklin Township Schools	538
North Central Comm. Schools	2208
South Harrison Schools	2786
Northwest Hendricks Schools	1327
Mill Creek Comm. Schools	1618
Blue River Valley School Corp.	1034
South Henry School Corp.	1001
Northwestern School Corp.	
Henry County	1585
C.A. Beard Memorial School	1399
Northwestern Community	1821
Eastern Howard Comm.	1222
Huntington Co. Community Schools	6573
Carr Township Schools	344
Brownstown Central Schools	1705
Crothersville Comm. Schools	707
Kankakee Valley Schools	3785
Rensselaer Central Schools	1731
Jay School Corp.	4413
Madison Cons. Schools	3491
Southwestern-Jefferson Cons.	1571
Jennings County School Corp.	4455
Nineveh-Hensley Jackson United	1636
North Knox School Corp.	1805
South Knox School Corp.	1183
Tippecanoe Valley School Corp.	2025
Whitko Community Schools	2137
Prairie Heights School Corp.	1617
Westview School Corp.	1805
Lakeland School Corp.	2209
Tri-Creek School Corp.	3056
Cass Township Schools	321
Dewey Township Schools	225
New Prairie United School Corp.	2141
New Durham Township Schools	607
Prairie Township Schools	
South Central Comm. Schools	787
Mitchell Community Schools	2109
Culver Community Schools	1163
Argos Community Schools	718
Triton School Corporation	1001
Shoals Community Schools	885
Loogootee Community Schools	1223
Maconaquah School Corp.	2772
North Miami Cons. School District	1309
Oak Hill United School Corp.	1741
North Montgomery Com. Schools	2045
South Montgomery Com. Schools	1966
Eminence Cons. Schools	447
North Newton School Corp.	1994
South Newton School Corp.	996
Central Noble Com. Schools	1264
West Noble School Corp.	2077
Rising Sun Ohio Co. Schools	897
Orleans Community Schools	763
Paoli Comm. Schools	1737
Springs Valley Com. Schools	1022
Spencer-Owen Comm. Schools	2541
Southwest Parke Comm. Schools	1103
Rockville Comm. Schools	985

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Rural (continued)

Perry Central Comm. Schools	1126
Pike County School Corp.	2358
Morgan Township Schools	464
Pleasant Township Schools	718
MSD MOunt Vernon	2791
MSD North Posey County Schools	1687
New Harmony Town & Twp. Cons.	242
Eastern Pulaski Comm. Schools	1475
West Central School Corp.	1039
South Putnam Comm. Schools	1292
North Putnam Comm. Schools	1531
Cloverdale Comm. Schools	1030
Union School Corporation	727
Randolph Southern School Corp.	807
Monroe Central School Corp.	1255
Randolph Eastern School Corp.	1128
South Ripley Comm. School Corp.	1326
Batesville Comm. School Corp.	1612
Jac-Cen-Del. Comm. School Corp.	902
Milan Community Schools	1100
Rushville Cons. Schools	3165
John Glenn School Corp.	1602
Union-North United School Corp.	1624
Scott County School District 2	2635
Shelby Eastern Schools	1738
North Spencer County School Corp.	2092
South Spencer County School Corp.	1629
Oregon-Davis School Corp.	761
North Judson-San Pierre Schools	1549
Fremont Community Schools	938
Hamilton Comm. Schools	677
MSD Steuben County Schools	2419
Northeast School Corp.	1918
Southwest School Corp.	2017
Switzerland County School Corp.	1418
Tippecanoe School Corp.	7317
Northern Comm. Schools/Tipton Co.	1149
Union County School Corp.	1665
North Vermillion Comm. Schools	1045
South Vermillion Comm. Schools	2280
Manchester Comm. Schools	1856
MSD Wabash County Schools	3001
MSD of Warren County	1436
Salem Community Schools	2138
East Washington School Corp.	1324
West Washington School Corp.	1134
Nettle Creek School Corp.	1415
Western Wayne Schools	1398
Northeastern Wayne Schools	1318
Southern Wells Comm. Schools	960
Northern Wells Comm. Schools	2413
North White School Corp.	1009
Frontier School Corporation	811
Tri-County School Corp.	866
Twin Lakes School Corp.	2832
Columbia Township Schools	388
Etna-Troy Township Schools	179
Jefferson Township Schools	240
Smith Green Community Schools	1349
Turkey Run Comm. Schools	682
Thorncreek Township Schools	450
Union Township Schools	296
Washington Township Schools	171
	270,743

SUBURBAN (24%)

Southwest Allen Co.	2995
Northwest Allen Co.	2482
East Allen Co. Schools	9570
Eagle-Union Co. Schools	2033
Lebanon Community Schools	3119
West Clark Comm. Schools	3378
Greater Clark Comm. Schools	11404
Surman Dearborn Com. Schools	2966
Lawrenceburg Comm. Schools	1721
Garrett-Keyser-Butler Schools	1417
Dekalb Co. Ctl/United District	3643
Delaware Comm. School Corp.	3096
Liberty Perry	1276
Monroe Comm. Schools	734
Mt. Pleasant Twp.	2062
Salem Comm. Schools	705
Baugo Comm. Schools	1280
Concord Comm. Schools	3354
Middlebury Comm. Schools	2435
Elkhart Comm. Schools	11019
Goshen Comm. Schools	3934
New Albany-Floyd Co.	10934
Hamilton Southeastern	2140
Westfield Washington	1426
Carmel Clay Schools	7177
Noblesville Schools	4133
Southern Hancock Comm. Schools	2050
Greenfield-Central Com. Schools	3741
Mt. Vernon Comm. Schools	2257
Brownsburg Comm. Schools	3579
Avon Community Schools	2823
Danville Community Schools	1801
Plainfield Comm. Schools	3115
Taylor Comm. Schools	1904
Western School Corp.	2385
Clark Pleasant Schools	2371
Center Grove Schools	5225
Edinburgh Comm. Schools	3343
Hanover Comm. Schools	1259
Merrillville Comm. Schools	5413
Lake Central School Corp.	6170
Crown Point Comm. Schools	4949
West Central Comm. Schools	2583
South Madison Comm. Schools	3267
Alexandria Comm. Schools	2188
Elwood Comm. Schools	2293
MSD Decatur Twp.	5188
Franklin Twp.	4145
MSD Lawrence	8989
MSD Pike	3952
Richland Beanblossom	2555
Monroe Gregg	1417
MSD Martinsville	5645
Mooresville Cons. School Corp.	3467
Boone Twp.	920

SUBURBAN (continued)

Duneland School Corp.	4623
Porter Township	1450
Union Township	1380
Valparaiso Comm. Schools	4834
Penn-Harris-Madison	6469
Northwestern	1698
Shelbyville Central	3452
Warrick Co. School Corp.	9164
Columbia City Schools	620
	234,249

TOWN (12%)

North Adams	2189
Bartholomew Cons. School Corp.	10353
Logansport Comm. Schools	4425
Frankfort Comm. Schools	3142
Greensburg Comm. Schools	2243
Southwest Dubois Co. Schools	1573
Greater Jasper Cons. Schools	2455
Fayette County School Corp.	5721
Mississinewa Comm. Schools	2516
Marion Comm. Schools	8025
Linton-Stockton School Corp.	1405
New Castle Comm. School Corp.	5098
Seymour Comm. Schools	4003
Vincennes Comm. Schools	3415
Lakeland Comm. Schools	2209
Warsaw Comm. Schools	5578
Michigan City Area Schools	8825
LaPorte Comm. Schools	6363
North Lawrence Comm. Schools	5780
Bremen Public Schools	1339
Peru Comm. Schools	3008
Crawfordsville Comm. Schools	2270
East Noble SChool Corp.	3776
Cannelton City Schools	361
Tell City-Troy Twp. School Corp.	2227
Greencastle Community Schools	1813
Knox Comm. School Corp.	2157
Wabash City Schools	1968
Centerville-Abington Schools	1752
Richmond Comm. Schools	7695
MSD Bluffton-Harrison Schools	1675
	115,359

METROPOLITAN (34%)

Fort Wayne Comm. Schools	32344
Clarksville Comm. Schools	1531
Muncie Comm. Schools	10902
Kokomo Center Twp. Cons. Schools	8844
Greenwood Comm. Schools	2985
Hobart Township Schools	1746
Lake Ridge Schools	2955
Lake Station Comm. Schools	1848
Gary Comm. Schools	28585
Griffith Public Schools	2498
Hammond City Schools	13477
Highland Town	3536
School City of Hobart	3703
Munster Community Schools	2917
Whiting City Schools	691
Anderson Community Schools	13516
MSD Perry Township	11141
MSD Warren Township	9516
MSD Washington Township	9860
MSD Wayne Township	12103
Beech Grove	1963
Indianapolis Public Schools	54042
Speedway City Schools	1367
Monroe County Schools	10369
Portage Township Schools	9126
Mishawaka City Schools	5455
South Bend City Schools	21771
West Lafayette	1905
Evansville-Vanderburgh School Corp.	22489
Vigo County School Corporation	17182
	320,367

TOTAL STUDENT ENROLLMENT

Rural	270,743
Suburban	234,249
Town	115,359
Metropolitan	320,367
	940,718

% STUDENT BY TYPE

Rural	30%
Suburban	24%
Town	12%
Metropolitan	34%
	100%

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